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ABSTRACT

A study investigated the writing processes of four fourth grade students--two girls and two boys--as they participated in an 18-session writing workshop. The sessions were held three times a week for 6 weeks, each lasting 45-minutes. Data were collected through (1) observations of the children as they interacted and composed, revised, edited, illustrated, and bound their own books; (2) interviews conducted with each child, both before the workshop sessions began and at their conclusion, on their views of the writing process; and (3) comments written by the children after each session expressing their attitudes toward the workshop and toward specific writing assignments. The data indicated that each child approached the writing task with different goals and methods. Length of the finished product was important to some, but not to others, and some of the children took more time to complete a composition than their fellow writers. Interaction was of varying degrees of importance. Revision came readily to some, while others found it unimportant and unwelcome. (Extensive appendixes contain examples of the children's writing, copies of instruments used in the study, and excerpts from interviews with the children.) (FL)

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WHAT DO THEY DO AS THEY WRITE?: OBSERVATIONS OF FOUR FOURTH-GRADE WRITING WORKSHOP PARTICIPANTS

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A PROFESSIONAL PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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TEXAS WOMAN'S UNIVERSITY

COLLEGE OF EDUCATION

BY

KATHY A. BOUCHARD, BS

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The Graduate School
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We hereby recommend that the Professional Paper prepared under our supervision by Kathy A. Bouchard entitled What Do They Do As They Write?: Observations Of Four Fourth-Grade Writing Workshop Participants

be accepted as fulfilling this part of the requirements for the Degree of Master of Education.

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CHAPTER I

INTRODUCTION

Statement of the Problem

According to the National Assessment of Educational Progress (NAEP), the United States is experiencing a writing crisis. The NAEP, a government-funded project, assessed the writing ability of representative samples of children ages nine, thirteen, and seventeen. Compositions written for the assessment were scored in many ways, one being a holistic score which rated the quality on a scale of one as the lowest quality and eight as the highest quality. The table below is a comparison of the 1969-1970 results with the 1973-1974 results of the NAEP (NAEP, 1975).

	Percentage of Papers Ranked 4 or Better	
	1969-1970	1973-1974
Seventeen-year-olds	85	78
Thirteen-year-olds	79.6	76.6
Nine-year-olds	51	57

Concern about this decline is found in education journals, newspapers, and magazines throughout the country (Wheeler, 1979; Whiteman, 1980). Universities, even those which accept only top students, report an increasing need for "bonehead" English courses in order to bring the writing ability of entering freshmen up to university standards (Fadiman & Howard, 1979). Employers are finding it difficult to find employees with adequate skills in written language (Fadiman & Howard, 1979; Fiske, 1977; Hillerich, 1979; Sheils, 1975). The writing crisis received national attention in 1975, when Newsweek published an article entitled "Why Johnny Can't Write" (Sheils). The article informed the nation of the alarming results of the NAEP and suggested that educators seek to rectify the problem without delay.

Several reasons for the writing crisis have been suggested: poor teacher training in the area of writing, a demand for expediency and accountability in the form of standardized testing, lack of time devoted to writing in the classroom, and insufficient funding for research in the area of writing (Graves, 1977; Walmsley, 1980; Whiteman, 1980). At the core of the problem, however, is the fact that not enough is known about the writing process to develop a theory-based instructional program. Writing has not received sufficient research attention in the past and, until recently, very little has been known about the actual process of writing (Calfee, 1976; DeFord, 1980; Golden, 1980; Graves, 1980; Harste, Burke, and Woodward, 1981; King, 1978, 1979; Walmsley, 1980). Researchers have come to realize that before an effective writing program is to be developed, more knowledge of the writing process is needed.

Educators are discovering through ongoing research on the writing process that the very nature of most writing programs fails to meet the needs of the students (Albert, 1976; Graves, 1976, 1978; Hillerich, 1979; Rubin, 1980; Smith, 1981; Stewig, 1975). Asking students to write about a given topic in a given amount of time denies the students' need for time to develop ideas and to think through ways of communicating those ideas (Albert, 1976; Graves, 1976; Smith, 1981). This common approach fails to provide the student with an audience other than the teacher or a purpose for writing other than to earn a grade. Critical keys to successful writing are the audience and the purpose for writing (Calkins, 1980b; Golden, 1980; Graves, 1979; Murray, 1968; NCTE Committee, 1979). If the audience is always the teacher and the purpose is always to earn a grade, the student is denied two important aspects of writing, a real audience and a real purpose. In many classrooms, writing takes place on demand and in isolation from the closely linked task of reading. Students are required to write alone; interaction with other writers is discouraged (Rubin, 1980). When instruction in writing is given, instruction focuses primarily on spelling, punctuation, and grammar, the lowest level skills in the writing process (Hillerich, 1979; Rubin, 1980; Whiteman, 1980). Whiteman (1980) has pointed out that the NAEP results suggest that students in the United States possess fairly adequate skills in the mechanics of writing. Students are, however, deficient in their ability to write in a coherent and organized manner. Teaching students to organize their ideas and to present them clearly is an area of neglect in many instructional programs (Whiteman, 1980). Graves (1976) has suggested that the writing programs in most schools cause the students to become dependent upon the teacher for virtually every component of the writing task: topic, purpose, time to write, audience, criticism, and correction.

As the problems with writing instruction continue to be identified, educators will strive to find ways to solve them. Solutions, however, will come only after more is learned about the writing process. The number of research studies in writing is far behind the number of research studies in other educational areas, particularly the area of reading. Time and dollars have been poured into studies of the reading process and the development of reading programs (Graves, 1978; King, 1978, 1979; Rubin, 1980; Walmsley, 1980; Whiteman, 1980). The writing research that has been conducted has, for the most part, concentrated on what the teacher does, rather than on what the writer does (Graves, 1978) and on the writing of secondary and college students, rather than on the writing of elementary students. Less than ten years ago, researchers such as Graves, King, Harste, Calkins, and Sowers began looking at the process that children go through when they write. Ongoing research of the writing process is providing information about the needs of young writers.

Statement of Purpose

One author who has conducted extensive research with young writers is Graves. While his own research has made a major breakthrough toward the development of a theory of writing, Graves (1980) has suggested that more case study research is needed in order to gain additional glimpses of the writing process. Because of the need for further case study research in the area of writing, the purpose of this study was to examine the writing behaviors of four fourth-grade students as they participated in a writing workshop. The study examined what the four fourth graders did when they wrote, the kinds of things that motivated them to write, and what they chose to write about. The study examined what the children did during each of the three phases of the writing process which have been identified by Graves (1976): precomposing, composing, and postcomposing. The study also considered what a teacher can learn about the writing process through conducting a writing workshop of this kind.

Significance of the Study

At the core of the nation's writing problem is an inadequate understanding of the writing process (Calfee, 1976; DeFord, 1980; Golden, 1980; Graves, 1980; Harste, Burke, and Woodward, 1980; King, 1978, 1979; Walmsley, 1980). Educators are unable to plan writing programs which provide for the needs of children because those needs have not been firmly identified. Graves (1980) writes of the need for more research with the writing process as its focus:

> We need more information on child behaviors and decisions during the process, rather than through speculation on child activity during writing from written products alone. (p. 915)

This study addressed itself to that fundamental problem by observing the writing behaviors of four fourth-grade students. The students' interaction among themselves and with the environment of the workshop, along with their responses to questions posed by the researcher, were observed and interpreted in an attempt to gain knowledge of the writing process. This study focused upon the writers, rather than upon the teacher and her instructional techniques. Rather than using the written products to draw conclusions about what took place during the writing process, the behaviors of the participants were observed as they happened.

Participation in this study benefitted both the researcher and the participants. The researcher received first-hand information about the writing process through pre- and postinterviews and through observation of the writers as they wrote and interacted. The student participants were given the opportunity to write for a purpose and for a real audience, these elements having been suggested to be significant in motivating children to write (Calkins, 1980; Golden, 1980; Graves, 1979; Murray, 1968; NCTE Committee, 1979). The emphasis upon communicating a message effectively, rather than upon the mechanics of writing, such as spelling, punctuation, and grammar seemed to be a positive experience for the participants.

This study may also benefit the school district in which it was conducted. Knowledge gained from the study will be shared with educators in the district. The information may be useful in developing and planning instructional programs for teaching writing in the classroom. A ripple effect may result from this study, beginning with the individual researcher and her four participants, and spreading out to the school faculty, the school district and, perhaps, on out to the other researchers of written language and to other interested educators.

Definition of Terms

For the purpose of this paper, terms were defined in the following way:

Audience - Those who might read a piece of writing are considered to be the writer's audience.

Case study - A research method by which "characteristics of an individual unit - a child, a clique, a class, a school, or a community" are observed and analyzed intensively by the researcher (Cohen & Manion, 1980, p. 99).

Invented spellings - Spellings thought up by the writer which are not the actual spellings of the words.

Log - A written account, kept by the researcher, which describes the behaviors and interactions which take place during each session of the writing workshop.

Phases of the composing process:

Precomposing - "This phase immediately precedes writing. Children prepare for the act of composing through art work, discussion with other children and the teacher, reading, or in reflecting on events that have occurred in their lives." (Graves, 1976, p. 646)

Composing - "This phase begins and ends with the actual writing of the message. In this phase, the observation of how children use language to accompany writing, reread, proofread, use resources, or react to outside interference are useful data to the teacher who would help a child to be self-critical." (Graves, 1976, p. 646)

Postcomposing - "This phase refers to all behaviors observed following the completion of writing the message. Examples of these behaviors are product disposition, solicitation of approval from others, proofreading, and contemplation of the finished product." (Graves, 1976, p. 646)

Rehearsal - This is one aspect of the precomposing phase of composition. Rehearsal involves the writer's preparation for the act of composing through art work, drama, discussion, and/or reflection.

Writing workshop - A time and place in which writers come together to write and share the results of their writing efforts. The writing workshop provides necessary materials for writing and publishing. Stimuli for writing such as a picture file and story starters are provided. The workshop setting allows for interaction among participants, a feature which sets it apart from some classroom writing settings.

Assumptions of the Study

This study was based upon the following assumptions:

1. The study assumed that the TABS scores used in selecting participants were representative measures of the students' writing abilities. The scores were one way of quickly estimating writing ability.

2. The study assumed that the writing workshop allowed the participants' natural writing processes to take place.

3. The study assumed that observation of the writing behaviors of the participants would provide insight into the natural writing processes of the participants.

4. The researcher assumed that the writing was the work of the participant when writing was brought from outside of the workshop.

Limitations of the Study

This study was conducted within the following limitations:

1. Since the sample size was small and the participants were volunteers rather than being randomly selected, generalization of the results to a larger population is not possible.

2. Scheduling of three forty-five minute sessions per week imposed time limitations upon the participants and limited the researcher's ability to observe spontaneous

writing behavior which may have occured outside of the workshop.

3. The study was only six weeks in duration, another factor which limited what could be said about each participant's writing process.

4. The writing behaviors of the participants were observed outside of the regular classroom setting and in a small group, thus limiting what could be concluded about writing behaviors in the classroom setting.

CHAPTER II

REVIEW OF THE LITERATURE

Why Write?

> Writing is so important in our daily life that I should be willing to say that our civilization could exist more easily without money, metals, radios, steam engines, or electricity than without writing. (Gelb, 1952, p. 22)

This quote may seem a bit dated in the context of these complex days of computers and advanced technology, but writing is still held to be a necessary part of life. The NCTE Committee on Standards for Basic Skills Writing Programs (1979), in its definition of writing, points out that writing serves both public and private needs, public needs being those needs which involve communication of information to others, private needs being those needs of self-discovery.

The Reading-Writing Connection

Beyond writing's value as a vehicle for communication and as a means of self-discovery and learning, is its link with reading. Educators are very interested in the relationship between reading skills and writing skills. This relationship has been the focus of many recent studies (Aulls, 1975; Bissex, 1980; Chomsky, 1971; Clay, 1975;

Epstein, 1980; Hardy, 1981; Harste, Burke, & Woodward, 1981; Stewig, 1975; Tway, 1980).

Clay, Professor of Education at the University of Auckland, has conducted research in the areas of early reading and early writing development. In 1975, Clay's book, What Did I Write?, provided significant observations of young children and their first attempts at writing. Clay collected work samples from five-year-old children who entered school during the first two months of the school year. The samples were, for the most part, spontaneously produced by the children at home; some were collected from classrooms. Clay concluded that children discover much about written language on their own, before any formal instruction takes place. Clay's research suggests that early writing experiences are of considerable importance to the acquisition of reading readiness skills, such as visual attending, left-to-right directionality, visual analysis of letters and words, and visual memory.

Chomsky (1971) has observed preschool children as they make their first attempts at spelling. Chomsky's observations of children as they create their own spellings and as they ask others to respond to what they have written, have led her to suggest that children learn much about the sounds of letters and the structure of words through this discovery process. According to Chomsky, the natural order for reading instruction is writing first and later reading what one has written, thus allowing the child to play an active part in the process of learning to read.

Harste, Burke, and Woodward (1981) have conducted an extensive research study with twenty preschool-aged children in an attempt to glean information about the process of written language growth and development. They propose that the relationship between the language arts areas is more complex than the commonly assumed developmental order of listening, to speaking, to reading, to writing.

In the Harste, Burke, and Woodward study the children were asked to perform three research tasks. The first task was to read logos taken from the children's environment, such as toothpaste labels. The second task was to choose three objects from a toy box and dictate a story about the objects. After dictating the story, the children were asked to read aloud a transcription of the story prepared by the researcher. The third task was for the child to write everything he or she could write on a blank sheet of paper. After this uninterrupted writing was completed, the child was asked to read it back to the researcher. The results of this study have led Harste, Burke, and Woodward to agree with the findings of Clay and Chomsky, that children are aware of print at a very young age and that before formal instruction begins, children are developing strategies for producing and dealing with written language. In the Harste, Burke, and Woodward study, children as young as three years of age expected print to be meaningful, an indication that they were aware of the functional aspect of writing. These three researchers have identified strategies used by children in making sense of written language, all of which have a major focus on the message being conveyed or to be conveyed by the written product. Harste, Burke, and Woodward suggest that formal instruction which focuses upon the sounds of letters fails to build upon the child-discovered strategies which are closer to the purpose of writing than are more abstract strategies, such as phonetics.

Hardy (1981) researched the acquisition of writing by 16 children, ages 3 through 6, over a period of 4 months. The children were observed in writing centers, child interviews were conducted, and writing products were analyzed. In her study, Hardy found that children acquire a great deal of knowledge about writing before formal instruction begins and that their concepts of print can be observed through what they write. Hardy proposes that those who develop curriculum should take into consideration the knowledge of print that children bring with them when they enter school and build upon those strengths as they plan for instruction in reading and writing.

Bissex (1980) observed and analyzed her own son's first attempts at learning to spell and read. This case study research was continued through the child's elementary school years. Bissex observed that reading and writing development took place together, rather than one preceding the other. Bissex sees the development of reading and writing ability as a series of changes in the child's strategies of dealing with reading and writing, this development taking place as the child is exposed to and experiments with written language.

The processes of reading and writing share commonalities beyond the readiness stage. The techniques used in organizing what is written are keys to reading comprehension. Some teachers who expose their students to a wide variety of good literature find that the students try out new writing techniques, the literature serving as a model (Aulls, 1975; Epstein, 1980; Stewig, 1975; Tway, 1980).

Aulls (1975) observed a chain reaction among his writing students which led him to recognize the supportive relationship between reading and writing activities. Interest in writing was sparked among the students when Aulls suggested that their writings be displayed along with their photographs for Open House. The students became concerned with the quality of their work and formed read-aloud teams so that they could make revisions and proofread before final copies were displayed. Aulls found that students with depressed reading ability developed better attitudes toward reading as a result of this experience. Among his better readers, Aulls observed an increase in volume and range of reading. These students learned literary criticism which led to improvement in their own writing. In his experiences of integrating reading and writing instruction for his students, Aulls found the two processes to be related in several ways, one of which was the development of vocabulary. Aulls sees writing as a reinforcing activity for the use of new vocabulary. Reading exposes the student to new words; writing provides the need to use new words, thus making them more meaningful to the student.

Stewig (1975) suggests that good literature gives children models upon which they can build as they learn to express themselves through writing. Stewig's ideas about what makes a successful writing program include the teacher reading a variety of literature to the children and encouraging the students to read widely.

Tway (1980) worked with a writing group made up of ten children, ages six to eleven, for a period of one semester.

Tway exposed the children to a wide variety of literary techniques, reading and discussing carefully chosen selections with them. Tway found that the children enjoyed playing with language and trying out techniques discovered in the literature selections, such as metaphor and simile. The children not only understood and discussed the various techniques, they experimented with them in their own writing.

Epstein (1980) conducted a weekly workshop with twenty-two fourth through sixth graders. Participants were introduced to various literary techniques and listened to selections of children's literature which illustrated those techniques. The participants then wrote their own examples of the techniques. Epstein found that the students who participated in the workshop developed greater ease in writing and were more creative in their use of language at the end of the nine-month workshop.

Although the studies cited above were conducted with differing age groups, they share a common element, that reading development and writing development are closely linked. Among preschool children this link is evident as they demonstrate knowledge of written language before formal instruction begins. Awareness that print is meaningful is an initial step in learning to read as well as in learning to write. Children learn about print through their encounters with it and through their own attempts to write. Among older students, attitudes toward reading may be improved when writing is shared among the students; in turn, the development of writing may be enhanced by exposure to good literature.

What is Writing Ability?

In 1979, the NCTE Committee on Standards for Basic Skills Writing Programs developed an operational definition of writing: "Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often longer units of discourse." (p. 837) The committee went on to identify important variables which a writer must learn to manage. Those variables are: method of development, tone, form, purpose, and possible audiences.

Hillerich (1979) lists three criteria for effective writing: clarity, interest, and correctness. The audience is the central concern of each criterion. The written message should be of interest to the reader and should be presented in a clear and organized manner. Correctness is important when the written message is to be published. The conventions of written language help make the message more clear, as well as easier to read. Published writing should conform to the conventions of written language as a courtesy to the reader (Hillerich, 1979).

Murray (1968), a professional writer and professor of English, lists seven skills a writer applies: discovering a subject, sensing an audience, searching for specifics, creating a design, actual writing, developing a critical eye, and rewriting. Murray's seven skills refer to the actual process of writing, whereas the components of successful writing listed by Hillerich refer to the final product - the written message.

The common threads among all of the criteria for successful writing given above are the writer's purpose and audience. It is the audience which demands that the writer develop the skills needed for effective writing. It is the writer's purpose which makes writing necessary at all.

Writing - The Process

What is known about the writing process has been learned predominantly through case study research. Graves (1980) has stated that, although case study research may not meet all of the guidelines of scientific research, it is the only way researchers are able to discover what happens during the writing process. Case study research has been conducted in recent years by Graves (1976, 1977, 1982), Calkins (1979a, 1979b, 1980a), and Sowers (1979).

Graves (1976, 1977) has identified three major phases of the writing process: precomposing, composing, and postcomposing. Precomposing is what takes place before the writer begins to write. Children may need to draw or paint a picture, dramatize, or simply talk about the topic before writing. Precomposing for older children (around fifth grade) may involve the collection and organization of information needed in order to write about the topic (Graves, 1977). Composing is the phase of the writing process in which the message is actually written (Graves, 1976). Postcomposing is what happens to a piece of writing and what a writer experiences after the composing phase (Graves, 1976). Proofreading, sharing, and contemplation are all components of the postcomposing phase.

In addition to the three phases of the writing process, Graves (1976) has described two types of writers, the reactive writer and the reflective writer. For the reactive writer, precomposing involves producing a piece of art, using sound effects, and talking with other children. The reactive writer is described by Graves as one who talks while composing, saying the words before writing them down, but not planning ahead. The story develops as the reactive writer composes. The finished product is put away quickly by the reactive writer, not shared with others.

Graves (1976) describes the reflective writer as being quite different from the reactive writer. The reflective writer shows no visible signs of rehearsal, although Graves thinks that the reflective writer may rehearse privately through reading, watching a show, daydreaming, or some other way. The reflective writer does plan ahead and uses no overt language during the composing phase. The writings of reflective writers include expressions of feelings. Pausing to reread and revise what has been written are characteristic behaviors of reflective writers during the composing phase. Unlike the reactive writer who puts the finished product away as soon as it is completed, the reflective writer rereads and makes occasional changes even after the composition is finished.

Graves, Calkins, and Sowers have been conducting a two-year study of elementary school children as they learn to write. These three researchers have been observing sixteen first and third graders within the context of a New Hampshire classroom, keeping extensive notes, collecting samples of work, and interpreting what happens as the children develop the ability to write. The researchers are concentrating upon changes in how the children write, as well as what the children write. In doing so, the researchers are attempting to gain insight into the writing process of children (Calkins, 1979a, 1980a; Graves, 1982; Sowers, 1979).

Sowers (1979) describes the writing process of Sarah, one first-grade student in the study. The child's writing behaviors fall into the three major phases identified by Graves (1976): precomposing, composing, and postcomposing. Sarah draws a picture for her story, explains what is happening in the picture to a classmate or teacher (precomposing), then writes about the picture (composing). The process of drawing, talking, and writing is repeated for each page of the story. This child discovers her story as she draws the pictures. While Sarah does make occasional revisions when she rereads the story or reads it to someone, she sees no reason to revise as long as the message is clear to her (postcomposing).

Calkins (1979a) reports on the changes in writing process of Andrea, a third-grade student in the study. Andrea placed a great deal of importance on neatness which prevented her from making revisions. The teacher was able to bring Andrea to a point where she could make revisions by getting her involved in precomposing activities such as art and discussions about the topic. The precomposing activities allowed for story revision before composing. The teacher also encouraged Andrea to make revisions by drawing arrows, crossing out, etc. Once Andrea began to use revision techniques, Calkins noticed that Andrea's handwriting, which had been very neat, suffered temporarily.

Calkins, as well as other researchers, observes that when children try out new approaches, areas that were once done well may suffer temporarily.

Calkins (1980a) discusses the developmental process undergone by young writers. In the very early years, writing is a form of play for children. At this stage, children are not concerned with communicating a message to others. Instead, writing is combined with drawing as the children play on paper. Later in the developmental process, children become aware of an audience and attempt to make their messages interesting to the readers as well as conforming to the mechanics of writing. Calkins (1980a) maintains that when a writer is able to regain the playful aspect of writing and combine that with the rules of writing, writing becomes "craft."

Graves (1982) has derived from extensive studies of children's writing processes a general order of problems encountered by children as they develop their writing abilities. Graves has found that most beginning writers see spelling as the major skill needed for writing. The next aspect of writing which children deal with is motor-aesthetics, the neatness of their handwriting. The conventions of writing, punctuation and capitalization, are the next concerns encountered by children. These three problems: spelling, motor-aesthetics, and conventions of written language, are usually dealt with during the first two grades in school. Older children become concerned with topic and information to be included. The final problem to be encountered has to do with revision. Children at this stage are concerned with adding and deleting information, improving the organization of what they write, and making use of more active language.

In addition to the research project being conducted with Grâves and Sowers, Calkins (1979b) has observed her ten-year-old daughter's writing process. Calkins offers her observations of her daughter's writing process as an illustration of the role of discarding in the writing process. Calkin's daughter said about crumpled paper, "I can tell whether my writing is going to be good by seeing how much I throw away," (Calkins, 1979b, p. 748). Calkins points out that inclusion in order to exclude is a step in the development of writing ability. There comes a time when a young writer learns to cross-out or throw away parts of what is written in order to improve the final product; this is the point at which writing becomes "crafting" according to Calkins.

Peter Schiff's (1979) observations of his sixth-grade writer's workshop indicate that the entire writing process is a physically active one. Precomposing activities for Schiff's students allowed them to observe their topics before writing. Activities such as field trips and contact with sensory stimuli helped Schiff's students collect information for their writing. The composing phase included physically active behaviors such as getting up to share what had been written, getting up to ask questions, cutting and pasting in order to change the organization of the composition, and crumpling up what had been written in order to make a fresh start. Schiff, like Calkins, suggests that crumpled and discarded paper is a sign of the writer's desire to revise and an indication of growth on the part of the writer.

Editing, a part of the postcomposing process, involves the correction of spelling, punctuation, and grammar. Editing takes place after all content changes have been made. Skill in the mechanics of writing is important to the editing process, but researchers are finding that formal instruction in the mechanics of writing is not as effective as instruction that takes place as the student encounters specific needs in his own writing (Calkins, 1980b). Therefore, editing can be a time when the student learns the mechanics needed to make what he has written ready for publication.

Conclusions are being drawn, based upon recent research as to what elements an effective writing program should include. Perhaps those conclusions are best summarized by the NCTE committee's (1979) set of standards for basic skills writing programs which are paraphrased below:

1. The writing program should be developed around current knowledge of the writing process.
2. Writing should be an integral part of the language arts curriculum.
3. Writing should be required in other subject areas.
4. The topic of writing should grow out of the student's own experiences and interests.
5. Students should write in many forms for a variety of purposes.
6. Students should write for varying audiences.
7. Time should be allowed for all phases of the writing process.
8. Instruction should include how to develop content as well as the use of the mechanics of writing.
9. The mechanics of writing should be taught primarily during the writing process.
10. Constructive response should be given to the students throughout the writing process.

CHAPTER III

PROCEDURE

Research Design

This research study takes the form of a case study. The writing workshop which was conducted provided a means by which significant factors in the writing process could be observed and interpreted as they occurred. Case studies conducted by other researchers on the writing process were drawn upon as models for this study (Calkins, 1979a; Graves, 1976; Schiff, 1979; Sowers, 1979).

Case study research allows researchers to examine children's writing behavior in the context of their physical surroundings, group interaction, and individual behaviors (Graves, 1980). This information is vital to the understanding of the writing process and can only be obtained through observation of writers as they write.

Subjects

Tway (1976) and Dyson and Genishi (1982) have found that children write more successfully when they are allowed to interact with other children than when they write in isolation. Murray (1980), Crowhurst (1979), Kamler (1980), and Haley-James (1981) have found that group writing conferences are valuable to the writer because they provide feedback from a real audience. In order to observe the process which takes place as children interact during writing, this study was conducted with a small group of children.

Four fourth-grade students participated in the study. The students attend an elementary school located in a suburb of a large metropolitan area. The school has approximately 450 students, most of whom are Caucasian with working-class parents. Two of the participants were girls; two were boys. The children were ages nine and ten.

The writing program in the school where this study was conducted is a traditional one, for the most part. The rules of grammar, spelling, and punctuation are taught and practice excercises are given frequently. The children are required to write stories and are encouraged to practice the spelling, punctuation, and capitalization rules when they write. Letter writing is also a part of the writing program and many of the children exchange letters with penpals during the school year. Three of the children in this study were in a third-grade class which encouraged children to write and publish their own books. All of the participants had the experience of listening to an author of children's books who visited the school when they were in third grade.

In order to assemble a group of writers with varying degrees of writing ability, scores on the 1982 Texas Assessment of Basic Skills (TABS) writing subtest were used. The TABS test is administered to all third graders in Texas each year. The writing subtest is scored on a scale of zero to four, zero indicating failure to write anything and four indicating well-organized writing which addresses itself to the assigned topic. Among the students selected to participate in the writing workshop, one student earned a score of one, two students earned scores of two, and one student earned a score of three on the TABS writing subtest.

After the four students had been selected according to test scores, the students were told about the writing workshop and were asked if they would like to participate for a period of six weeks. Samples of child-published materials were shown to the students in order to let them know what would be expected from them as participants and what they could expect from the workshop. The students were also informed of the workshop schedule. Each of the four students initially selected for the study indicated an eagerness to participate. A brief explanation of the writing workshop and its schedule (Appendix B) was sent home with the students, along with parental permission slips (Appendix C), which were to be signed and returned to the researcher. Although the students were allowed a week to return the permission slips, all of the slips were signed and returned the morning after they had been sent home. The parents of the students had all agreed to allow their children to participate and to see to it that they arrived on time for the workshop sessions.

Instruments

The instruments used in this study were outgrowths of the researcher's extensive reading and her personal experience in the area of observing young writers. During the 1981-1982 school year, the researcher employed many of the writing workshop techniques used in this study. As an attempt was made to draw conclusions about the writing processes taking place, the researcher became aware of a need for instruments which would allow her to obtain information about individual writers and their writing behaviors. The instruments described in this section were developed by the researcher for this particular project.

Writing Interview. The Writing Interview developed for this study is found in Appendix D. The questions for the interview were formulated in order to discover how the children felt about writing, what kinds of writing they did, and whether or not they were aware of people who write outside of the school setting. The questions were also intended to reveal the children's concepts of what writing is all about and why people need to be able to write. The questions for the Writing Interview were pilot tested informally with third-grade students before the final interview format was compiled. The questions were arranged with those requiring literal answers at the beginning; those requiring more thought and interpretation followed.

Observation Log. A record of the writing workshop sessions was maintained in the form of a log kept by the researcher. The log followed the process of each participant and described activities and interactions which took place at each phase of the process, those phases being precomposing, composing, and postcomposing (Graves, 1976). Appendix E is a project-developed outline of the information included in the researcher's account of what took place during the writing process.

In developing the outline, the researcher drew upon the literature (Calkins, 1979a, 1979b, 1980a; Graves, 1976, 1977, 1982; Schiff, 1979; Sowers, 1979) and personal experience in anticipation of the kinds of information that would be obtained through observation during the writing workshop. The outline for the Observation Log was designed with the three major phases of the writing process identified by Graves (1976) as its major categories. The outline gave the researcher specific kinds of behavior to look for and provided a logical sequence by which information could be compiled for the final report. The outline includes the materials provided in the workshop setting and asks how those materials were used. The amount of time spent in each phase and the use of that time are also included in the outline. The outline also asks about interaction among the participants.

Photocopies of the work produced by the students were kept and included as a part of the Observational Log. The material was dated so that a record of the writing and the changes that were made could be maintained. Tape-recordings of the writing workshop were made in order that the researcher could recall conversations and group conferences which took place in the course of the eighteen sessions. These tapes supplemented the researcher's notes and allowed more thorough reconstruction of the events of each session as the researcher compiled the data.

Final Compilation. The final compilation of data is divided into four sections, one for each participant. Each of the four major divisions includes biographical data and examines the subject's compositions from start to finish (precomposing through publication). An account of the interaction that took place, changes that were made, and comments on end-of-session forms is included in each of these sections.

Rough drafts with editing marks are included in the appendices, along with the finished books produced by the children. The end-of-session comments are also included in the appendices. These comments have been transcribed with the children's spelling and punctuation just as they wrote them. The comments are listed in order of the sessions for which they were written. Pre- and postinterviews have been transcribed and included in the appendices. The responses given to the interview questions have been edited in order to eliminate repetitive comments. The accounts of the children's writing processes have been included in the fourth chapter of this professional paper. At times, transcripts of what the children wrote are included within the report. In these cases, the children's spelling and punctuation have been retained. Transcripts of writing conferences are also included. Although the children were reading from their rough drafts during these conferences, the spelling and punctuation have been edited unless otherwise noted.

In reporting what took place as each child participated in the writing process, an effort was made to include information concerning interaction, physical activity, changes made in what was written, responses to interview questions, and comments on end-of session forms. In doing so, the writing process of each child has been reported and examined.

Procedure

The writing workshop was held on Monday, Wednesday, and Friday mornings from seven-thirty to eight-fifteen for a period of six weeks. The participants met in a classroom at the school they attend. The participants wrote during these sessions; time was allowed for each phase of the writing process, precomposing, composing, and postcomposing (Graves, 1976).

Prior to the first workshop session, the preinterview was administered to the children individually. The responses to the interview questions were tape-recorded and later transcribed by the researcher to be included in the final compilation of data.

At the first workshop session, the teacher/researcher told the participants that they were welcome to use any of the materials provided in the workshop setting such as books, puppets, story starters, and resource materials. The participants were also told that they could write about anything they wanted to write about and that the group would be sharing the finished manuscripts with one another. Any of the work that the participants wanted to have published would be typed by the teacher/researcher, illustrated and bound by the children, with help from the teacher/researcher. The children then set about the task of writing, each approaching the task in his or her unique way, as reported in the final compilation of data. The researcher took notes according to the Observational Log Outline, assisted the children when assistance was requested, gathered the children's work for photocopying, and provided the materials needed by the participants throughout the three phases of writing.

After a child had completed a first draft, the teacher/researcher read the composition silently. She then summarized the composition for the child in order to let the child know how the piece had been comprehended by a reader. The child was then asked if there were any changes he or she wanted to make before reading the piece to the group. If the child wished to make changes, the piece was returned to the child for revision. If the child saw no need to make changes, a group conference was held.

A group conference involved all of the workshop participants, including the teacher/researcher. The child read his or her writing to the group, pausing from time to time for questions from the group. Group members asked questions concerning the content of the composition, asking for clarification or further details. After the group conference, the child was encouraged to make revisions which would answer the questions posed during the group conference. Revisions were not demanded of the writer but were encouraged when parts of the composition were unclear or confusing to the readers.

After all content revisions had been made, the teacher/researcher went through the piece of writing with the child; together they edited the piece, making punctuation, spelling, and grammar corrections. The teacher/researcher then typed the composition into book form. The child illustrated the book after the typing was completed. The pages for the book were then stitched together by the teacher/researcher and bound into a cover made of cardboard and wallpaper samples by the child, with help from the teacher/researcher. Completed books were shared with the group and sent home for the children to share with family and friends.

The teacher/researcher's role during this study was to conduct the workshop, provide needed equipment and materials, encourage the participants to improve the content of their writing, help with punctuation, spelling, and grammar as needed by the participants, type the books and assist in the binding process, maintain an Observation Log, conduct and transcribe pre- and postinterviews, conduct writing conferences, and compile all of the information in order to draw conclusions about each writer's writing process and about the writing workshop.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Four fourth-grade students participated in this study of the writing process. Biographical data for each child are reported in this presentation of the data, along with an analysis of the behaviors displayed by the participants as they wrote. A section is included for each participant.

Sean

Sean was ten years old at the time of this study. He has attended the same school since entering first grade four years ago. Sean's father is a blue-collar worker for a local manufacturing company; Sean's mother works in a child-care center near the school Sean attends. Sean's composite score on the *Iowa Test of Basic Skills* administered in September before this study was conducted in October places him in the seventy-second percentile of the nation's fourth graders. Sean scored one on a scale of zero to four on the TABS writing subtest taken in third grade.

When George Selden, an author of children's books, visited the school during Sean's third-grade year, Sean exhibited a high level of enthusiasm for the author's visit and participated actively when the children were asked to generate questions for the visitor. Sean asked whether or not Mr. Selden ever felt like giving up before completing a story. Sean also asked how the author came up with ideas for his popular children's books.

Sean's interest in writing was further evidenced while he was in third grade when he wrote a book of his own, which the teacher helped him bind. The process of writing, rewriting, editing, typing, illustrating, and binding was a slow one due to demands on the teacher's time. Despite the slow progress, Sean's interest in the process was strong from beginning to end.

Sean's major interest is sports, particularly football. He knows many facts about the NFL teams and is an avid fan of the local pro football team. Sean played football on a city league team while this study was being conducted.

Sean's mother was glad to allow Sean to participate in the study when she saw how eager he was. Getting to school early was not a problem for this family since the mother reports to work at the child-care center by six-thirty each morning. Sean goes with his mother and waits until eight o'clock to go to school. Since Sean was always ready for school at such an early hour, the seven-thirty workshop sessions were convenient for him to attend.

During the preinterview, Sean stated that he likes writing but could not say why. Sean indicated that he writes at school during his free time, writing about sports. He makes up stories as well as writing about actual sports events. When asked whether he sees people writing outside of school, Sean's responses centered around the people he sees writing at school. Sean's awareness of writers outside of the school setting seemed to be limited to adults performing book-keeping tasks. A portion of the preinterview is transcribed below:

T/R: Do you ever see people write outside of school?

S: Yes, I see people write in buildings that I go to and I see people write at school. Sometimes I see people write after school.

T/R: Who are the people you see writing?

S: My mom and sometimes Denay (classmate) and my teacher writes alot and that's all.

T/R: When does your mother write?

S: She writes when her boss is not going to be there. She takes over his job. She writes checks down and she puts stuff in files.

T/R: When does your teacher write?

S: She writes when we have a project. She writes stuff for our work.

T/R: When do you see Denay write?

S: When we get free time. . . . She writes about health.

T/R: When you go to buildings what kinds of things are people writing?

S: They're writing about some stuff that goes to the news and sometimes they write about what happened at their work and all that stuff.

Sean said that he thought he was sometimes a good writer, stating that he thinks he is a good writer when his teacher tells him that he is. When asked what makes a good writer, Sean answered that a good writer should get enough sleep and rest his hand. The concern with getting enough sleep may have been a reflection of the fact that Sean's mother had asked him several times whether he thought he would be alert enough to participate in the writing workshop at such an early hour.

Sean said that the hardest thing about writing was thinking about what to write. He said that he decides on a topic, spends time thinking about it, adds to what he has already decided to write, and then writes.

As the first writing workshop session got underway, Sean chose to look through some of the things provided in the workshop environment before beginning to write. He looked at a few pictures in the picture file, thumbed through the box of story starters, and looked over the books on the book rack. Sean chose a book about the teams of the NFL and took it to his seat. After reading the first few pages of the book, Sean began writing. Sean wrote for the remainder of the session, occasionally glancing back at the book. He had begun to write about the NFL teams. By the end of the first session, Sean had completed a section, which he referred to as a chapter, about the Los Angeles Rams and another section about the Dallas Cowboys. Each section, or chapter, included the final scores of important games played by the team and information about a few of the team members. Sean had also included a brief statement of his personal opinion of each team.

During the second session, Sean added chapters about the Steelers, Forty-niners, Dolphins, Packers, Browns, and Vikings. When he had completed the first draft, Sean indicated to the teacher/researcher that there were no changes he cared to make before reading it to the group. He decided not to have the group conference that day because Glenn was absent. This was an indication of Sean's awareness of audience since he knew that of the three participants, Glenn would be the most interested in a book about the NFL teams. Sean began a story about Halloween as he waited for the end of the second session.

Sean arrived at the third session with homework to finish before going to class. He spent the first fifteen minutes finishing his homework while the teacher/researcher held an editing session with one of the other participants. In an effort to get Sean back on the task of writing, the teacher/researcher asked him what he planned to work on during that session. Sean replied that he would be working on the football book. Later in the third session, Sean shared his book with the group. Before reading it aloud to the group, Sean announced that there would be several corrections to be made, such as spelling and punctuation. He wanted the group to listen for things that needed to be changed. The other participants were very quiet during the group conference. The teacher/researcher did ask a few questions and made a few suggestions.

The first draft of Sean's book is located in Appendix G. During the group writing conference, the teacher/researcher asked Sean to pause for questions after each chapter. There were no questions or comments after the first five chapters but Sean did notice some words that needed to be changed as he read aloud. In chapter three, "The Steelers," Sean read the following sentence and realized that the word "fighted" should be changed to "fought": "They fighted for forty years to get to the Super Bowl and finally they made it!"

In chapter five "Dolphins," Sean had written the following. As he read the passage aloud, Sean paused at the points marked (.) and stopped at the (*):

> The dolphins can play very good(.) they play good every year(.) in 1969 they won more games than anybody in the NFL(.) they won all their games and beat everybody(*) they came out with a 16-0 lead. (sixteen games won) They also won two Super Bowls.

Sean had a sense of where the periods belonged in what he had written, as evidenced by the pauses he made while reading. When he reached the (*), he reread silently and said, "There should be a period there."

At the end of the chapter about the Dolphins, the teacher/researcher asked when the Dolphins had won the Super Bowl. Sean was unsure of that information. The teacher/researcher suggested that Sean might want to find out in order to include that information in the book.

As Sean began reading chapter six, "The Packers," aloud, he changed the wording of the first sentence. The first draft said, "The Packers are also made history." Sean changed it to, "The Packers also made history." When Sean had completed reading the sixth chapter, the teacher/researcher pointed out to Sean that he had included the home towns of the Rams and the Cowboys but he had not included the home towns of the other teams. The following discussion took place:

T/R: You started your book out with the Los Angeles Rams but you did not tell where all of the other teams are from. You might want to include that information.

S: A lot of people should know where Miami is, and San Francisco.

T/R: Maybe someone doesn't know. Kristen might not know.

K: No.

S: Okay.

At the end of the seventh chapter, the teacher/researcher asked for clarification; "Are there sixteen games in a season?" Sean answered that there were.

The last sentence in the book read, "But I'm sorry but the book of the great teams!" When Sean reached that sentence, he did not read it aloud. Instead, he looked at it with a puzzled expression on his face. The teacher/researcher asked Sean what he had intended to say in that last sentence. Sean answered, "I don't know. I'm going to have to think about that."

At the end of the group writing conference, the teacher/researcher asked Sean what he planned to do next with his book. Sean said, "I'm going to put where all the teams are from and make some changes in the sentences."

Sean spent the first fifteen minutes of the fourth session talking with Glenn, writing on the chalkboard, and looking at things in the room. Denay arrived late and asked why Glenn and Sean were not working. Without comment, the two boys took their seats. Sean began working on a story he had begun at the second session, Freaky Horror Show. This story was to be about Halloween, a natural topic for Sean who had been excited about the Halloween carnival which had been held at the child-care center he attends. Sean told the others about the party which had included many of the traditional games, such as bobbing for apples, as well as more unusual activities, such as a ride on a mechanical bull. Sean wrote half of a page during the fourth session.

At the fifth session, Sean took time away from writing to paint a picture about the horror story he had begun to write. When asked what he planned to do with the NFL book, Sean said he had decided not to publish it. He went on to say that he thought he had written it just for fun. There was no other indication as to why Sean had decided not to publish the book. Perhaps the lack of an enthusiastic response from the rest of the group during the group conference caused Sean to reach this decision. While Sean painted, Glenn watched. The two boys talked about football practice. At one point, Glenn bumped Sean's arm, causing the paint brush to streak across the painting. Sean handled the accident with a sense of humor and later wrote on the end-of-session form: "I didn't like it because Glenn messed me up on my fabulous picture." The remainder of the session was spent glancing through a wildlife book and writing another half page of the horror story.

Sean completed the Freaky Horror Show at the sixth session. He wrote another half page and a short paragraph about the author. As he wrote, Sean paused frequently to look around the room and talk with the other participants. He seemed willing to discuss any topic brought up by the others. Glenn and Sean had both been to a birthday party of a classmate and had quite a bit to say about it. Glenn told Sean about the new puppy his parents had bought. During one of his frequent pauses in writing, Sean commented on one of Kristen's water color illustrations. He continued to keep an eye on Kristen as he wrote, pausing from time to time to offer encouragement as she was expressing some frustration over her attempt to paint ducks.

Sean was ready for the teacher/researcher to read Freaky Horror Show by the seventh session. The teacher/researcher read the story and asked Sean if there were any changes he wanted to make. Sean said that he would need to change some of the spelling and indicated that he would need help with that. Sean wanted to read the story to the group.

The other participants were asked to stop what they were doing in order to listen and respond to what Sean had written.

As Sean read the story to the group, the others giggled and grimaced. When he finished reading, the following discussion of the story took place:

K: That's good.

D: It is at the part with the blood and guts. Yuck!

T/R: He made you see it with his words didn't he? Sean read the part about the door on page one again.

S: Okay.
(reading)
And we were in line and the door hurt us.

T/R: How did the door hurt you?

S: Because he chopped it down.
(reading)
He was banging on the door. He got his axe and chopped down the door and we were in line and the door hurt us. We got up and started to run down the hall. Mrs. Crow tried to stop us.

T/R: What, exactly, happened to cause the door to hurt you?

S: It fell on us.

T/R: You might want to say that it fell on you.
At the end you said, "We all lived happily ever after." Did everyone live happily ever after?

S: Yes, but I said, "except."

S&G: (reading)
And we all were happy except Brent, Robb, Paul, Sandy, Valerie, Kari, and Melissa. And we all lived happily ever after!

G: But you said, "we all."

S: Uh, oh. Part of us.

T/R: Who lived happily ever after?

S: The rest of the class.

T/R: The rest of the class. Maybe you could write it that way.

The Freaky Horror Show was edited during the eighth workshop session. The teacher/researcher encouraged Sean to eliminate unnecessary words. As can be seen on the copy of the edited story (Appendix H), the words 'finally' and 'because' have been crossed out several times. The words 'and' and 'but' were also eliminated and replaced with periods and capital letters in order to form separate sentences. The changes discussed during the group writing conference were executed in the following manner: The sentence, "The door hurt us," was changed to, "The door fell on us." The final sentence, "And we all lived happily ever after!" was changed to, "Half of us lived happily ever after." Near the end of the story, where Sean wrote that Dan's father had arrived, the teacher/researcher pointed out that the readers would not understand why the children in the story thought of Dan's father at the sound of a siren. Sean said that Dan's father is a policeman. The teacher/researcher showed Sean how to write in that Dan's father was a policeman. In addition to the changes pointed out thus far, Sean was encouraged to locate the ends of sentences and place the necessary punctuation and capitalization, which he was able to do. Sean was then asked to go through the story and place double lines to show which parts of the story were to go on each page. In doing so, Sean divided the story into meaningful units, making it unnecessary to locate the beginnings of new paragraphs.

Sean put the Freaky Horror Show aside after the editing session. The teacher/researcher was to type the pages for him and have them ready for illustration by the following session. In the meantime, Sean began writing a new story, "Me and Joni Hammond;" a copy of what was written is included in Appendix J. Sean was secretive about the new story. When Glenn leaned over to read what Sean had written, Sean covered it up. As he wrote, Sean paused off and on to read what the other participants were writing.

During the next two sessions, Sean put the Joni Hammond story aside in order to illustrate the Freaky Horror Show. While illustrating, Sean chatted with the other participants, looked at their books, and took time to participate in group writing conferences. The illustrations for the Freaky Horror Show were completed at the eleventh session. Sean spent the twelfth session choosing a cover for his book from among the wallpaper samples provided. Once the cover was chosen, Sean and the teacher/researcher put the book together and Sean took it with him for his classmates and family to read.

Sean completed one other book during the remaining six sessions. The story about Joni Hammond was discarded. When the teacher/researcher asked why Sean had thrown the story away, he mumbled something about all the accidents Joni had been in. The teacher/researcher had the impression from what Sean said that he no longer thought Joni Hammond was interesting enough to write about. The second book that Sean completed was entitled Fourth Grade. The book went together in much the same way that Freaky Horror Show did. The finished product is located in Appendix K. It is interesting to note that the events included in this second book are some of the events that Sean talked to the other participants about during the workshop sessions, his football team, the Christmas program, relationships between classmates, etc. It would appear that the prewriting phase for this particular book took place over a long period of time, at the same time Sean was working on other books.

A detailed account of the process Sean went through from beginning to completion of the book, Fourth Grade, is not included because the process was quite similar to that of Freaky Horror Show.

Sean shared both books with his regular classroom teacher who read them to the class. The books were also taken home for Sean's family to read. Sean seemed to be proud of the two books.

Sean's end-of-session forms (Appendix M) are filled with positive comments indicating that he liked writing books in the writing workshop. The forms also tell of Sean's reluctance to share his finished books with his fourth-grade class:

> I liked it when I got done with my books and I listened to Denay's story, Les and the two others. I hated it when I had to read it to Mrs. Clayton's class.

Kristen

Kristen is nine years old. She has attended the same school since kindergarten and has consistently earned average grades. Kristen's father is a business executive and her mother is a housewife who works as a volunteer at school two days each week. Kristen's composite score on the Iowa Test of Basic Skills administered in September placed her in the fifty-third percentile of the nation's fourth graders. On the third-grade TABS writing subtest, Kristen scored two on a scale of zero to four.

Kristen is a quiet child when she is in new or unfamiliar situations. She relates well with her peers, but tends to "clam up" around adults. Kristen takes piano and dance lessons after school and enjoys traveling with her family. After taking a trip with her family, Kristen usually writes a letter telling about the trip. Kristen participates in school and PTA-sponsored events such as the science fair, art contests, poster contests, etc.

In the preinterview, Kristen indicated that she likes writing. When asked when she writes, Kristen said that she writes when she has time, both at school when her work is finished and at home. When asked what makes a good writer, Kristen answered that a good writer has to think. The hardest thing about writing, according to Kristen, is knowing how to spell the words. Kristen thought at the time of the preinterview that it is important to write well so that others can read what is written. It was not clear to the researcher whether this was a reference to legibility or to the content of what is written. Kristen reported that she decides what to write by thinking of books she has read and using her imagination. The only person Kristen reported seeing write was Denay, a classmate who happened to have been the other girl chosen to participate in this study.

Of the four writing workshop participants, Kristen is the most difficult to describe as a writer. Much of her writing was done outside of the workshop. Kristen was extremely quiet during conferences with the teacher/ researcher and in group conferences about her own work. Despite the difficulty in describing Kristen as a writer, there were some behaviors observed which were of interest to the researcher.

Kristen thoroughly enjoyed participating in the writing workshop. Her end-of-session forms were filled with comments such as, "I love it. I'm glad Miss Bouchard chose me," and the like. Kristen's early arrival for each session further evidenced her high level of motivation to participate. She was usually at school by seven-fifteen on the mornings of the workshop, many times arriving before the researcher. Kristen's mother reported her daughter's eagerness even before the first session, saying that Kristen was practicing getting up and ready for school early. The alarm had been moved to Kristen's room

As the first session got underway, Kristen went to the picture file and story starters. After looking through the picture file and the file of story starters for a few minutes, Kristen chose a story starter about ducks. The five-by-eight inch card read:

> Yellow Ducks
>
> The ducks are splashing in the puddle. The water runs off their backs. It looks like fun. Tell about it.
>
> Words to help you:
>
> wings webbed waddle dived quacked ducklings

Kristen took the card to her desk and began writing. She first copied the title and the first three sentences onto her paper. Kristen proceeded to incorporate each of the words listed as helpers into her story. Below are the first lines of Kristen's story. The spelling and punctuation are just as Kristen wrote them. The words taken from the story starter card are underlined, with the exception of the first three sentences which were copied verbatum.

> The ducks are splashing in the puddle. The water runs off their backs. It looks like fun. Their feet are webbed to help them to swim. They use there wings every were they go to get there. They have ducklings to take care of to there is soft. the ducks dived into the water when they saw it because it was hot

> that day the waddle out into the cool water and they felt better. The ducks knew how to quacked an they quacked all day long because they were happy.

It would appear that Kristen depended heavily upon the story starter up to this point of her story. She copied the starter sentences verbatum and included each of the words listed on the card.

Kristen wrote a page and a half during the first session. The sentences which followed those included above had to do with the reasons Kristen likes ducks and the ways ducks protect themselves and their babies. Kristen's rough draft of Yellow Ducks is found in Appendix P.

Kristen chose to take her writing with her at the end of the first session. When she returned for the second session, Kristen had written two and a half more pages, bringing the piece to a close. At the second session, the teacher/researcher talked with Kristen about Yellow Ducks. Kristen indicated that there were no changes she cared to make before reading it to the group. A group writing conference was held that same session, the first group conference of the study. Because it was the first group conference in which the children had participated, the teacher/researcher took an active role, asking many questions in order to model the role of a questioning reader.

Kristen read the entire story to the group before any comments were made. Kristen had a little difficulty reading parts of her story, apparently because of the lack of appropriate punctuation and spelling. The teacher/researcher provided assistance when Kristen could not remember what she had intended to write. After having heard Kristen read the story aloud, the group was asked by the teacher/researcher to make comments or ask questions.

D: Well, she kept on repeating that I died.

T/R: It's a duck named Denay. You started out talking as if you were looking at the ducks. Toward the middle, you talked about how ducks take care of each other. At the end, you were a duck and you were talking about the other ducks.

S: That could be three chapters. One about the ducks, one about how they live, and one about her being a duck.

T/R: What is the most interesting part?

D: I liked it when Kristen wrote about the little ducks being scared of thunder and lightning.

S: I liked it when she was telling how they lived.

T/R: What part did you enjoy writing the most, Kristen?

K: How they protect themselves.

T/R: Sean suggested making this into three chapters. Are there any other ideas?

D: She might write one whole book about the family of ducks.

T/R: It might be two different books. One about ducks in general and how they live and one a story about a duck family. Do you have an idea of things you'd like to do with this? Would you like to make any changes?

K: I don't know.

T/R: It was confusing to me for the first part to be about ducks you are looking at and the next part to be about ducks in general and at the end you are a duck. The reader needs to be able to understand.

D: At the end I didn't understand when she said, "It was a fun life being a duck but when something tried to eat us up I liked being a duck."

T/R: Kristen, you hesitated there as if it wasn't making sense to you. If something does not make sense to the writer, will it make sense to the reader?

K: No.

S: What ate you? You said, "something."

T/R: Do you talk about someone trying to eat you up anyplace else in the story?

K: No.

T/R: Why don't you take it and think about it a while and see if you can make the confusing parts make more sense to the readers. It's in your head. Now you have to get it onto the paper so that we can understand it. You have written a lot. Each part makes sense but when you put the parts together it becomes confusing.

During the third and fourth sessions, the teacher/researcher helped Kristen edit Yellow Ducks. Kristen had chosen not to make any revisions in the book after the group conference so the teacher/researcher attempted to help Kristen by changing the verb tenses and making the point of view consistent throughout. Special emphasis was placed upon the correct spellings of the homonyms, 'there,' 'their,' and 'they're.' The teacher/researcher explained the appropriate use of these homonyms and made a few corrections in the story. After the teacher/researcher had changed a few of the spellings, she encouraged Kristen to try it on her own. Kristen was able to recognize the incorrect use of the three homonyms and make the necessary corrections.

The teacher/researcher made other corrections such as spelling and punctuation, explaining these as she went through the book. When it appeared that a word had been misspelled or punctuation neglected due to simple carelessness, the teacher/researcher called Kristen's attention to it and asked what changes were needed. Many times Kristen was able to make corrections in this way, locating the end of a sentence and adding the end of sentence punctuation along with a capital letter on the beginning of the next sentence, adding or deleting letters in words, etc.

Kristen spent the following five sessions illustrating and binding the book, Yellow Ducks. She chose water color paints for the illustrations. Kristen devoted more of the workshop session time to illustrating than she had devoted to writing. It was interesting to note that Kristen was concerned with the accuracy of her illustrations, looking through the encyclopedia in order to find out what color the "daddy duck" should be. Kristen was confident enough of her knowledge of ducks to write about them but needed to do a little research in order to paint pictures of them.

Kristen shared the completed book with her fourth-grade teacher who read it aloud to the class. Kristen also took the book home for her family to read. Because it was one of the first books to be completed by any of the workshop participants, Kristen's book received much attention from the participants. Glenn, Denay, and Sean looked through the book and commented favorably on its appearance.

After Kristen had completed binding the book during the tenth workshop session, and after the other participants had looked at it, Kristen put it aside. She and Denay had finished their first books at the same time and were ready to think about writing something else. The two girls went through what seemed to be a period of transition between the completion of one book and the beginning of the next. Kristen conversed with Denay and the two boys about school. While she was talking, Kristen explored some of the materials provided for prewriting. She picked up the puppets and looked at them for a few seconds. She looked through the file of story starters, choosing the one entitled "Magic Mountain," the same story starter chosen by Denay at the first session. The card read:

> Magic Mountain
>
> Something exciting waits for you at the other end of the mountain. What will you see and hear?
>
> Words to help you:
>
> dark shiny laughing huge
> shadow music color fear

Kristen took the story starter to her seat and began to write. She did not copy the card as she had done with her first book. After writing about three lines, Kristen asked the teacher/researcher to read what she had written. The teacher/researcher read the three lines and commented that it sounded as if it would be an exciting story. Kristen wrote a few more lines before it was time to put everything away. As the children put their supplies away and filled out the end-of-session forms, Denay asked Kristen what she was writing. Kristen told her she was writing about "Magic Mountain." Denay expressed confusion, saying that she, herself, had already written that. Kristen assured Denay that this would be a different story.

Kristen began the magic mountain story at the tenth session and finished it at the fourteenth session. She forgot to take the story with her to the twelfth session so she actually spent two and a half workshop sessions composing the story. When she had finished writing, she shared the story with the teacher/researcher. Kristen indicated that she had not yet given the main character a name, so the teacher/researcher suggested that before reading the story to the class, the main character should have a name, rather than being referred to as "a little girl." Kristen agreed with the idea and decided to work on that at the next session.

When Kristen arrived for the fifteenth session, she sat down to write, announcing that she was trying to decide on a name for the girl in her story. Kristen pondered over the first sentence of her story for a few minutes, decided to cross out the word "girl" and replace it with a name. The sentence in the first draft read: "One day a little girl was at a mountain." Kristen crossed out the word girl and realized that it would not make sense to say: "One day a little (name) was at the mountain." At that point, Kristen crossed out the entire first sentence and thought for a few minutes. She eventually said to the teacher/researcher that she would write "a little girl named. . ." and proceeded to pull out a clean sheet of paper, writing: "There was a girl named. . . ." Having not yet decided upon a name, Kristen asked the group for ideas. Denay suggested the name "Leslie," which Kristen agreed to use. Kristen said the words softly to herself as she wrote: "There was a girl named Leslie and she went to a mountain." Kristen decided at that point, to rewrite the entire first page of her story. When asked why, she responded that she was putting the girl's name into the story. After rewriting the first page, Kristen found that the remainder of the story could be changed by simply crossing out the words "the girl" and replacing them with "Leslie." The rewritten story is found in Appendix Q.

Kristen was ready to share Magic Mountain with the group at the sixteenth session. A transcription of that group conference follows.

K: (reading)

There was a girl named Leslie and she went to a mountain. Then Leslie heard a strange noise. Leslie was scared. Then Leslie called for help.

T/R: Who is Leslie?

S: Where does it start out?

T/R: When does this take place?

G: Where does it happen?

K: (overwhelmed) I put, "at a mountain."

S: Where is the magic mountain?

D: Texas, Oklahoma, China?

T/R: How old is Leslie?

K: (laugh)

(reading)

Then Leslie heard another strange noise again. Leslie was very frightened but it was just the magic mountain. Leslie went back home to tell her mother and daddy. Her mother did let her go back but she would have to be careful.

T/R: What did Leslie tell her mother?

K: About the magic mountain.

T/R: What did she say about it?

K: It was magic.

T/R: What was magic about it? How does Leslie know that it is magic?

S: Why does she have to watch out?

K: She thinks it's magic at first and then she finds out.

T/R: Sean wants to know what made her mother say she would have to watch out.

K: (laugh)

D: Yeah, what made her? You never did tell us, is it China or what? Tokyo or Texas or the cemetery?

K: Not the cemetery.
(reading)
Leslie did go back. The next day the mountain has disappeared from where it had been. Leslie was not scared. She just turned her head the other way and it reappeared. She called it Magic Mountain.

T/R: Now we know why it's magic. It disappears and reappears. But how did she know it was magic before that?

K: She named it Magic Mountain.

T/R: You called it a magic mountain before she named it Magic Mountain.

K: Oh, gosh.

T/R: You might want to change that.

S: Change the whole story. (jokingly)

K: (reading)

"Help, help!" Then Leslie ran home and said, "Mother that's a magic mountain." Her mother said, "Is that true?" "Yes, it is true. Come and see it," said Leslie. They went to the mountain. Her mother said, "It really is a magic mountain."

T/R: How does her mother know it is magic?

K: After Leslie had told her.

(reading)

Then Leslie said, "Now do you believe me?" Then her mother said, "Yes, we do believe you." Then Leslie looked behind her and saw a graveyard. Then she said, "Look over here, Mother and Daddy. I found a graveyard." "You did, and it's right next to our house." The girl said, "What will we do?" "I don't know," said her mother and daddy.

S: How did the graveyard get there?

K: I don't know. It's been there for a long time. They never did go out in the backyard that much.

(reading)

Then they went home and went to bed. And nobody was scared. Then in the morning they had breakfast and they never thought of the graveyard. They lived happily ever after.

S: What was so scarey about the graveyard?

K: I don't know.

T/R: I'd like to know more about Leslie and who she is. You also need to think about whether you should call it a magic mountain before she names it Magic Mountain.

D: I want to know where it is.

T/R: Do you want to make some changes?

K: Where would I put them?

T/R: You can cross things out and write them in or you can write them on a different page.

K: (Seemed to be overwhelmed by the idea of making the changes.)

G: How many more sessions do we have?

T/R: Two more.

K: Do you think I'm going to be finished with my book?

T/R: If it isn't bound by then, we will finish it after the last session.

Kristen's second book was completed by the end of the last workshop session. Kristen made revisions in the first sentence of the story where she inserted the character's age and eliminated the words "went to a mountain." Kristen added that the mountain was in California, in response to

Denay's questions. Kristen and the teacher/researcher edited the book together in much the same was as they had edited Kristen's first book, Yellow Ducks. The teacher/researcher helped Kristen make changes in spelling and punctuation and encouraged Kristen to divide the story into paragraphs by asking her to decide what to include on each page of the book.

When the book had been typed, illustrated, and bound, Kristen shared it with her regular classroom teacher and her classmates. Kristen also took the book home for her family to read. Kristen was proud of both of the books she wrote during the writing workshop.

Glenn

Glenn was ten years old at the time of this study. He has attended the same school since entering kindergarten five years ago and has consistently earned above average grades. On the Iowa Test of Basic Skills, which was administered in September before this study was begun in October, Glenn's composite score placed him in the ninety-ninth percentile of all fourth-grade students in the nation. On the 1982 third-grade TABS writing subtest, Glenn scored a two on a scale of zero to four.

Glenn participates in many extracurricular activities. During the course of this study, Glenn played football on a city-league team, sang in the school-sponsored honors choir, participated in a read-a-thon for a charitable organization, and played a leading role in the fourth-grade Christmas drama. Glenn was eager to participate in this study despite the fact that he already had a busy schedule and despite the fact that he would have to arrive at school by seven-thirty on the mornings of the workshop. Glenn's family lives several miles from the school and in order to have Glenn at school in time for the workshop, the entire family had to be ready to leave the house at an earlier time than usual. Both of Glenn's parents work. His father is an electrician and his mother teaches special education at a middle school across the street from Glenn's school.

Glenn's responses to preinterview questions indicated an awareness of people writing outside of the school environment. Glenn reported that some of his friends write after school, his mother writes things which are job-related, and a friend's mother is writing a book. A transcription of a portion of the preinterview is found below:

T/R: Do you see people writing outside of school?

G: Matt and Jeff. I write with them sometimes because we don't have nothing to do at home. Shawn writes a lot of stories at home while he's waiting for me to get home.

T/R: Do you ever see adults write?

G: My mom. She writes stuff for school. She mostly reads but she does write some. Shawn's mom. She's writing a book. It's kind of a big thick book. She's been working on it for two years.

T/R: When does she write?

G: All the time. Last year she wrote it on pages and this year she's typing it.

Besides being aware of writers around him, Glenn also seemed to have been impressed by stories about writers:

G: I watched "The Waltons" when he went and saw the Hindenburg and it burned and he had bad dreams about it and everything and he wrote a book about it. We're reading a book in my class about a boy who is writing a book.

This interest in stories about writers proved important in Glenn's choice of a topic about which to write during the writing workshop.

Glenn's major goal in writing seemed to be to write a long book, as seen below in comments made during the sessions and taken from Glenn's end-of-session forms:

Session 3
I feel that my story will be a very long book.

Session 8
When my book is finished it will not be very long.

Session 9
I have started not skipping lines. I think that will make the story longer.

Session 12 (Comment made during the session.)
I had planned to make the book 50 pages long but I don't have time.

A second goal of Glenn's seemed to be to produce a story that was correct in terms of the mechanics and conventions of writing. This concern with correctness is evidenced by Glenn's writing behaviors and comments made on end-of-session forms.

This concern with correctness showed up during the first session, when Glenn asked where the teacher/researcher wanted the title to be placed on the page. The teacher/researcher responded that placement of the title was entirely up to the writers and that the writers might want to wait until later to give titles to their writings. Later in the same session, Glenn asked how to spell 'Hindenburg,' another indication of his concern with correctness. Throughout the writing process, Glenn spent time reading over what he had written, changing spelling and punctuation. At the end of the sixteenth session, during which the teacher/researcher had helped Glenn edit his story, Glenn wrote this comment on the end-of-session form: "I did not think I would make that many mistakes."

Glenn's writing process seemed to be a series of precomposing, composing, and postcomposing phases. After the initial precomposing phase (choice of topic), a cycle of pauses, writing, and rereading developed.

Between the time Glenn was asked to participate in the writing workshop and the first session, he had chosen a topic. The precomposing process was apparently underway by the time the preinterview was conducted. During the preinterview, Glenn indicated his interest in "The Waltons," as pointed out earlier. Glenn chose that program as the basis for his story and wrote on the first end-of-session form: "I got this idea from a T.V." Despite the fact that Glenn came to the first session with a topic in mind, he experienced difficulty in getting started. Glenn seemed to be ready to write. He quickly gathered the paper and pencil he needed, chose a place to sit, poised his pencil. At that point, Glenn slowed down. He asked where the title should be placed and how to spell 'Hindenburg.' As pointed out earlier, this behavior was interpreted as a concern for correctness on Glenn's part. This may also have been Glenn's way of putting off the act of composing. After writing a title, "The Hindenburg," at the top of his page, Glenn sat quietly for several minutes. At last, he looked over at Sean who was sitting next to him and said, "There's one thing I can't do. . .start a story."

Glenn did begin writing his story and completed a page and a half during the first session. In subsequent sessions, Glenn spent considerable amounts of time interacting with the other participants, discussing school, football, family, and so forth. Glenn also spent time sitting quietly, reading over what he had written previously, and making changes in spelling and punctuation. In addition, Glenn participated in the writing conferences for the other participants. Glenn completed approximately one page per forty-five minute workshop session. He always knew what he would be including in his story next but deciding just how to write it down seemed to take a great deal of time. The teacher/researcher usually asked Glenn at the end of the session how far into the story he was and what he planned to write next. Glenn would respond with a summary of what he had included up to that point and what he planned to include next, indicating that he was thinking through what would take place in the story next, even as he struggled with part of the writing.

Glenn was secretive about his story. When other participants asked to see what he was writing, Glenn would cover his work and tell them they would have to wait until it was finished. During the eighth session, Glenn paused in his writing. Sean was sitting next to him and the two of them had been discussing school and football for a large portion of the session. Sean decided to read Glenn's story. Glenn reluctantly allowed Sean to read it, but only after Sean had grabbed the pages from him. Sean chose not to read all of the story, but commented on its length. After the pages were returned to Glenn's desk, Glenn made a gesture which seemed to reveal a great deal about his needs as a writer; Glenn stood an open notebook between Sean and himself, thus creating a barrier which effectively brought an end to the conversation which had been going on between them earlier. Glenn reread his work, made corrections in spelling and punctuation, and spent approximately fifteen minutes writing without pausing, the longest period of sustained writing Glenn engaged in during the eighteen workshop sessions.

After the first six sessions, Glenn began to express concern over whether or not he was working at a suitable pace and whether or not he would meet the goal of writing a long story. These concerns showed up on his end-of-session forms:

> Session 6
> I feel that I am not making much progress.
>
> Session 7
> I didn't make much progress because I did not have much to write about.
>
> Session 8
> When my book is finished, it will not be very long.

Glenn's end-of-session forms began to take on a more hopeful tone at the tenth session:

> Session 10
> I am going to dedicate my book to Mrs. Clayton, Mrs. Staff, Mrs. Vaughan, and Mrs. Holton and everyone else that taught me how to write stories.
>
> Session 12
> I feel that I want my pictures like Denay's and I have found my cover (for the book).
>
> Session 13
> Do you think I will have time to write another book?

These more positive comments were interspersed with and followed by comments which revealed the pressure to finish that Glenn was feeling:

> Session 11
> My mom says that I should be through with my story.
>
> Session 14
> If our books are not finished on time, how will we finish them?
>
> Session 15
> I think my mom wants me to finish my book at home.

Glenn finished writing his story during the twelfth session. During an individual conference with the teacher/researcher, Glenn indicated that he was satisfied with the story as it was and that there were no changes needed. He was anxious to take the rough draft with him at the end of that session so that his teacher could read it. It was at the end of that particular session that Glenn said he had planned to write fifty pages but did not have time.

Glenn shared his story with the other workshop participants during the thirteenth session. A transcription of that group writing conference is included below:

G: (reading)

One afternoon while Pop went to get the mail, his son, Chris, ran out the door and yelled, "Hey, Pop, is there anything for me?"

Pop said, "Yes, there is something for you."

Chris grabbed it out of Pop's hand and ran up to his room. He tore open the envelope and read the letter. It said:

> Dear Walton Press,
>
> We would like you to come to Charlottetown to see the Hindenburg land and write a column in your paper about it.
>
> Sincerely,
> Hindenburg Corporation

T/R: Are there any questions?

(none)

G: (reading)

Chris jumped up and down and ran into his brother's room and told him to come to the living room. He told all of the family at once, so he would not have to say it more than once. When his family heard the good news, they all gasped. That night they celebrated. You see, Chris and his two brothers named Danny and Eric have their own newspaper press named Mountain Press. The brothers got this name from the mountains that they lived in in Kentucky. Chris was the reporter most of the time but sometimes Chris would let Eric and Danny report some of the news and all three brothers have their own column in the newspaper. So finally Chris got all of his papers and hat and ran to the bus stop. It took about an hour to get to Charlottetown. When Chris got to the bus stop, there was a man waiting there for Chris.

S: Where's Charlottetown?

G: Charlottetown. It's a town in Kentucky. (reading)

So the man and Chris got into the truck and started out to the landing grounds. The man's name was Mr. Harper. Mr. Harper's truck did not go very fast. It took Mr. Harper's truck one hour to get to the landing site. When Chris and Mr. Harper got out of the truck, the Hindenburg was in sight. All of a sudden Chris jumped out of the truck and started taking notes while the Hindenburg was landing. It was a beautiful sight to see the giant balloon come down. Then all of a sudden, people started to yell and then, BOOM! The big balloon exploded. People were yelling and jumping out of the Hindenburg. Some were killed from the flames and some were killed from the impact of the ground. Few people were saved from the tumbling ball of fire. Chris was astonished at what was happening.

It took the men two days to put out the big fire. Chris was very sad that his favorite blimp went up in flames right before his own eyes. Then Chris turned back to Mr. Harper and asked him to take him back.

T/R: You say it took two days to put out the fire but after you say that, it's still the day that the fire started.

G: He leaves before the fire is put out.

T/R: That's a little confusing.

S: What made it explode?

(silence)

T/R: Go ahead.

G: (reading)

It took them two hours just to get to the bus stop. Then it took the bus one hour to get back to town. Chris walked two miles to get home. While he was walking, the big accident went through his mind again and again. When he walked in the door, his eyes were wide open in astonishment and he walked upstairs and did not even say hello to anyone. That night he did not come down for supper. When his mom tried to bring his supper to him, she found out the door was locked. So she asked Chris to please unlock the door so she could give him his supper. But when Chris unlocked the door, she found Chris writing a book. Chris's mom asked, "What are you writing about?"

Chris answered, "I am writing about what happened at the landing site." Chris was still a little weary about what happened so Chris's mom left Chris to let him eat alone so that he could think about his writing. About the fourth page of the first chapter, his dad came into Chris's room and asked, "Do you want to go up the mountain and cut a few trees for the fire tonight? "Okay," said Chris, "Let's go so I can write some more in my book." So off they went.

T/R: They're going up there so he can write some more in his book?

G: No.

S: It says they're going up there to chop a few trees down for the fire tonight.

T/R: What is the next sentence?

G: I need to change it to, "Hurry so I can get back and finish writing."

(reading)

So off they went. About two hours later, they came back with a truck full of wood and that night they had chicken fried steak and mashed potatoes. Then after supper they had a big fire and sang songs.

T/R: Throughout the book you have done a good job of letting us know how Chris feels. He was excited in the beginning. He was astonished. When he walks in the door with his eyes wide how does his family react? How do they feel?

S: Their mom might not even know.

T/R: Did they know what happened?

G: Probably, because they have radios. It would have been on the news.

T/R: Do you have any ideas of how the family felt?

G: Kind of sorry that it happened and they wished that it wouldn't have gone like that so that he could have written a happy book instead of a sad one.

T/R: Does the ending leave anyone wondering about anything?

S: What kind of songs did they sing?

G: (no comment)

T/R: It left me wondering if Chris ever finished writing the book and what happened to it.

K: (agreed)

S: Did they have music to it?

T/R: (clarifying) Did anyone play an instrument while they sang?

D: Pop could have played a guitar.

G: No.

D: It says they sat by the fire singing songs. How could the piano be out there?

T/R: Where is the fire?

G: In the house.

(surprise expressed by others)

K: I was confused right there. I thought it was outside.

T/R: I know you are anxious to be finished. Would you consider adding something to the end that would sum it all up and let us know what happened?

G: (affirmative nod)

T/R: What do you think of Glenn's book?

D: Great!

At the teacher/researcher's suggestion, Glenn did write an ending for the story which is included in the book as an epilogue. Glenn did not make any changes within the story before the editing session was held. During editing, the teacher/researcher helped Glenn with spelling corrections, changes in wording, and division of the work into paragraphs. The edited rough draft is found in Appendix V.

Glenn's tendency to start something more involved than time allowed was noticed, not only in the composing phase, but also in the postcomposing phase, when he illustrated the book. Glenn decided before the book was typed that there would be two illustrations. The pages were ready for illustrations by the sixteenth session. Glenn chose the set of watercolor markers for the first illustration. The first picture was to be a simple one, showing a sidewalk leading to a mailbox. Glenn's decision to use watercolor markers slowed him down because he wanted the sky to be solid blue and that required a considerable amount of time to complete. The first picture was not completed until the following session (seventeenth). Glenn chose the crayons for the illustration which is on page four of his book. The illustration is of the Hindenburg. Once again, the sky is blue, but the picture was completed in about ten minutes, as opposed to the approximately forty minutes devoted to the first illustration.

During the eighteenth session, Glenn and the teacher/ researcher assembled the book's cover and bound the book. Glenn was clearly pleased to have the book completed and was anxious to take it home to share with his family. Glenn also shared the book with his teacher who read it to the class. On the final end-of-session form, Glenn wrote "Overall I think this is a very good experience for me."

Glenn completed one book in the course of eighteen sessions, the title of which was The Hindenburg. Glenn took the idea for the book from a television program he had seen. The program was mentioned during the preinterview. Glenn was concerned with the length of his writing and set a goal of fifty pages, a goal which proved to be unattainable in the time allotted for the workshop. While it is true that Glenn worked at a very slow pace, his writing included more details and descriptions than did the writing of the other participants. When the book was finally completed, the teacher/researcher commented on how descriptive Glenn had been in his writing. Glenn reported that he thought about what he wanted to write and how he would say it aloud, before actually writing it down. Glenn spent a great deal of time during the workshop sessions not writing. Time was devoted to talking with the other participants, looking around the room, and watching the others as they illustrated or made covers for their books. Glenn expressed some anxiety about completing the book in a reasonable amount of time but his actions did not always seem to move him toward completion. Perhaps Glenn needed to establish distance between himself and his writing. Perhaps the activity of the other participants was distracting for Glenn. It is difficult to say.

Denay

Denay was ten years old at the time of this study. She attended a private school from kindergarten through second grade. Denay repeated kindergarten because her teacher felt that she was not yet mature enough to enter first grade, an understandable circumstance since Denay's birthday falls very early in September. Denay's grades were consistently above average in private school and continued to be high after she transferred in third grade to the public school where she is now enrolled. Teachers report that Denay is a cooperative and conscientious student. On the Iowa Test of Basic Skills administered in September before this study was conducted in October, Denay's composite score placed her in the eighty-seventh percentile of all fourth graders in the nation. On the third-grade TABS writing subtest, Denay scored three on a scale of zero to four.

Denay is an outgoing child. Her interests seem to revolve around friends in her neighborhood, friends at school, and friends at the child-care center she attends. Denay is particularly interested in boys and talks about her classmates in terms of who likes whom. Denay was a cheerleader for one of the city-league elementary football teams at the time of this study. She talked about the games she attended, but showed little interest in sports beyond this. Denay is a member of the school-sponsored honors choir and participates enthusiastically in special projects at school such as the annual science fair and a PTA-sponsored art contest.

When Denay was in third grade, she wrote a book entitled, Sweet as Sugar, which told of her experiences as a new student in school and the ways in which she made new friends. Her teacher helped her go through the steps of writing, rewriting, editing, typing, illustrating, and binding the book. At one time during the year, Denay commented that she had read several of Laura Ingalls Wilder's books and wanted to write similar books of her own.

In the preinterview setting, Denay was sure of herself and responded to the questions with little hesitation. Denay reported that she enjoys writing. She sometimes writes at night and she writes at school when her work is finished. When asked what makes a good writer, Denay mentioned neatness. It was of interest to the researcher that Denay's response to the question of what makes a good writer was given in terms of legibility but when asked whether she herself was a good writer, Denay answered in terms of the content of what she writes, saying, "Yes and no. . .Kristen says I write good stories but I don't think so." Denay's response to the question of the importance of being able to write well was also in terms of content: "Yes (it is important to be able to write well). I've read some boring books and I think it's best to put what you think down." Denay shared her formula for choosing a topic to write about when asked about it. She said that she first thinks about the season of the year or an upcoming holiday. If that fails to give her an idea, she tries to think of something else. Denay reported that she does not see people writing outside of school.

As the first workshop session got underway, Denay went to the picture file and looked through the pictures for a few seconds. She then went to her seat saying, "I know what I'm going to write." Pulling out a sheet of paper and a pencil, Denay wrote a title at the top of the page along with two lines:

Jamie and the Witch

Mom, I'm home! Alright dear set your stuff down.

Denay left her seat after writing that much and went to the file of story starters. After looking through the cards for a minute or two, Denay chose a card which read:

Magic Mountain

Something exciting waits for you at the other end of the tunnel through the mountain. What will you see and hear?

Words to help you:

dark
shadow
shiny
music
laughing
color
huge
fear

Denay then wrote several more lines, incorporating the idea of a magic mountain into the story. As she wrote, Denay paused occasionally to read what had been written. When she had written about three fourths of a page, Denay put her pencil down, returned the story starter card to the file, and tapped Kristen on the shoulder, motioning her to follow. The two girls walked to the art supplies. Denay selected a box of water color markers, took them to her seat, and drew a picture of a mountain with a cave at the bottom of her first page of writing. The illustration took only a few minutes. After carefully putting the markers away, Denay sat for a minute, picked her pencil back up, and resumed writing, still pausing from time to time to read what she had written. By the end of the first session, Denay had written a page and a half and had drawn one illustration. She decided to take the story with her when she left the first session.

Denay had written another page and a half when she returned for the second workshop session. Before writing anymore, Denay decided to color a picture about the story. Denay started a picture of a mountain but put it away after only a few minutes saying, "I'll finish this later." She took out the pages of her story and began writing. While writing, Denay paused to discuss the length of her story and the length of Kristen's story:

D: Kristen's book would be a Caldecott.

T/R: Why?

D: Because it's short. I'm going to make mine ten pages long. I'm going to do it in chapters the way I did last year.

Denay also paused at various times in her writing to discuss with the other participants a bulletin board in the room, homework assignments, and classmates.

Denay had completed the story before the second session ended and she met with the teacher/researcher to discuss the story. In the conference with the teacher/researcher, Denay said the idea for Jamie and the Witch had come from a library book she had read entitled, Jennifer, Hectate, Macbeth, William McKinley, and Me, Elizabeth. Before sharing the story with the group, Denay decided to make some changes in the story. In the story, a witch gave instructions for the character, Jamie, to follow. Those instructions read, "Don't drink Coke. Don't kiss boys. And don't were red!" During the third session, Denay changed the instructions to read, "Don't say nice. Don't eat anything blue. And don't were red!" A copy of the rough draft of Jamie and the Witch is found in Appendix AA. Once the revisions had been made, the story was read aloud in a group conference.

D: (reading)

"Mom, I'm home!" "All right, Dear, set your stuff down." "Mom, I'm going to Magic Mountain." "All right, but be home soon." "Okay, bye!" So Jamie started up the mountain. Soon she saw a cave and she saw a dark shadow! "Hah, hah." Jamie screamed louder! She walked closer so she saw a little girl dressed in black. "Hi," said the little girl. "Hi," I said. "No need to be afraid." "I'm not," said Jamie. "Oh, I'm sorry, my name is Kasie." "My name is Jamie."

T/R: Are there any questions?

S: At the start of it I didn't get it because it started out, "Hi, Mom, I'm home."

T/R: What confused you about that?

S: I didn't know who was saying it.

G: You could like, say. . .while she's saying about what the girl's doing, you could say it in the beginning. You could say, "As Jamie walks in," or something like that.

D: (reading)
"This is my house," said Kasie. "Well, I live below the hill," said Jamie. "You sure are lucky!" "Why?" "I've been studying about you a lot," said Kasie. "You mean in that rock satellite?" "No, not really. In that machine over there." "Wow!" "I think it's fun too. I'm a witch and would you like for me to teach you?" "Yes, I would." "Okay, let's begin. Now look through the machine. What do you see?" "I see my mom!" "Exactly." "You mean that's the way you know my life?" "Yes. But I know a lot more too." "Oh, please teach me."

S: She said Kasie. Who is Kasie?

D: It says she's a witch. (reading) "I'm a witch and would you like for me to teach you?"

T/R: It's unclear who is talking right there. You have included alot of good conversation between these two people but it's hard for us to know who is talking. You might want to change it so that when someone talks we know exactly who it is. Jamie wants Kasie to teach her how to be a witch?

D: Kasie started off to be a witch. She's been a witch. She's lived in a hill by herself and

Jamie lives below the hill. Kasie has a magic mountain. Jamie wants her to learn how to be a witch.

T/R: I'm wondering what Kasie looks like if she's a witch.

D: She has long hair and a dark pointed hat.

T/R: That might be an interesting thing to tell your reader.

D: (reading)

"Don't worry, I'll teach you! First, do not do these things for a week: Don't say nice. Don't eat anything blue. And don't wear red!"

"Okay!" So I ran home. The next day would be Halloween! I didn't bother to tell my mom because I knew she wouldn't believe me.

S: What didn't she tell her mom? She didn't tell her mom that it would be Halloween?

D: About Kasie.

T/R: That is confusing to Sean. You might want to say, "I didn't bother to tell my mom about Kasie."

D: (reading)

Chapter Two, Stew

Kasie said that we were going to make stew. The ingredients was one hat, two plants, and three trees. I said, "Yuck!" I told her that if she didn't stop playing with that tree I would be very mad. She said, "Okay."

G: She didn't say anything about coming back.

T/R: How much time is there between Kasie saying to do those things and the time they start to make the stew?

D: The next day she came back.

T/R: Where do they make the stew?

D: They have to make it at Jamie's house while Jamie's mother is gone.

T/R: That sounds exciting. Does the story tell how Kasie gets into Jamie's house without Jamie's mother seeing her? That might be an interesting addition to your story.

D: (reading)

I wanted to go home but Kasie and I were going trick-or-treating. I told her we could just be friends.

T/R: If they are making the stew at Jamie's house, Jamie can't say she wanted to go home. You'll have to make adjustments in what you've written if they are going to make the stew at Jamie's house. Is that the end of the story?

D: Yes.

T/R: I want to hear more about this! I want to know if they get into any kind of mess making that stew and if Jamie's mother finds out. Think of all the things that could happen with a witch in the house!

K: I want to hear what happens.

G: It would have been neat if to get where Kasie lives, they had to cross someone else's property.

T/R: Someone who didn't like kids, perhaps?

D: And if they were trespassing and the man who doesn't like kids said, "What are y'all doing here?" Kasie said, "No, no!"

T/R: There are all kinds of things you could include. You have to decide which ones to put in your story because it would be difficult to include all of them. What do you want to do with your story?

D: I want to write it over.

T/R: Do you want to write the entire story over, or just parts of it?

D: Just parts of it.

T/R: Do you have an idea of what changes you want to make?

D: I need to put 'said Kasie' and 'said Jamie.'

T/R: You might want to say how they said it, 'whisphered,' for example, or 'said excitedly.'

Denay seemed to be motivated by the interest the others showed toward her story during the group writing conference. Afterwards, she busily made changes in the story, declining to participate in Sean's group conference. Denay continued to make revisions during the fourth session and the teacher/researcher helped her edit during the fifth session. As she revised, Denay added to the story. The group conference discussion about having the characters walk through someone's yard apparently inspired the new part of the story which tells of a graveyard. Denay also added a description of the witch when she made revisions. When Denay read her revised story to the group, the members of the group recognized the revisions that had been made as a result of the questions and suggestions raised during the group conference.

The next two sessions (sixth and seventh) were spent illustrating the book, Jamie and the Witch. Denay talked to the other participants while she worked on the illustrations. Conversations centered around school, classmates, and city-league football. Occasional questions were aimed at the teacher/researcher about children that had been or were currently in the researcher's third-grade class. As Denay finished each illustration, she would show it to the teacher/researcher, explaining which part of the story was represented in the picture. As Denay finished illustrating the book, she was alreading thinking about the next story she would write. This became apparent when she announced that her next book would be about boys.

The eighth session found Denay beginning her next story. In the meantime, her first book was being bound. At first, she did not want to tell the group what she was writing about. After writing one page, she did allow Sean to take a look at it. The story was to include a character named Les, a friend of Denay's from the child-care center she attends after school. The following conversation took place between Denay and Sean after Sean had read the first page:

D: Do you think Les is tall or short?

S: Short.

D: If I put 'short' and he reads it, he'll kill me.

Denay demonstrated an awareness of audience in this brief interchange and seemed to have set a goal of pleasing her friend, Les, with the story she planned to write.

At the ninth session, Denay once again mentioned the question of Les's height. She told Sean that she had written into the story that Les was tall. The teacher/researcher gathered from the conversation that the two had discussed Les's height outside of the workshop. A copy of

Denay's first attempt to write about Les is found in Appendix CC.

Jamie and the Witch had been bound into a book by the tenth session. When Kristen saw the finished product, she announced that Denay's book was a Caldecott book (referring to its length). This is significant in light of a conversation earlier in the workshop sessions in which Deany implied that she wanted to write a long book, one that would be the length of a Newberry Award winner. Sean disagreed with Kristen's comment about Denay's book being a Caldecott:

> S: Denay's is not a Caldecott book. Some day maybe, but it's not a Caldecott book.
>
> K: Yes, it does look like a Caldecott book.
>
> D: It doesn't have to look like a Caldecott book to be one.
>
> S: It never will be a Caldecott.
>
> K: It looks like a Caldecott.

Once the book binding process had been completed, Denay wandered over to the materials area. She picked up an owl puppet while she talked to the other participants about school and classmates. Denay moved about the room talking for several minutes. She eventually commented, "I don't know what to write, that's why I'm up." Denay continued to talk and move about for the remainder of the session. On the end-of-session form she wrote, "Terrific because I get to take my book home."

When Denay arrived for the eleventh session, she had set aside what she had originally begun about Les and had written a completely new story which included Les as one of the characters. Denay shared her story in a group conference, the transcription of which follows.

D: (reading)

One day, when my sister Michelle went to fetch the mail, she came running up to Denay saying that this letter was for us. "Open it," cried Michelle. "Okay, okay, I'm hurrying," Denay said. "This must be from my friend Les Wiley," said Denay.

T/R: Are there any questions?

S: She said in real life she's his girlfriend.

T/R: She hasn't written that in this story. You are thinking about what she wrote before. This is what she has come up with.

S: Okay.

T/R: What kind of day was it? Was it a sunny day?

K: Rainy?

D: A sunny day.

T/R: Were you outside or inside?

D: Inside.

T/R: For some reason I thought you were outside.

G: Make it like it's raining so that if she was running in.

T/R: That would give her a reason to be running in. When I read it, I thought she was running because she was excited about the letter.

K: I thought it was about the letter too.

D: It was about the letter.

T/R: You might want to make it clear to the reader the reason she was running and that they were inside. What about the letter makes you think it's from Les Wiley?

D: Because they usually get letters from Les Wiley and also the return address had his name.

T/R: In the story Denay says, "This must be from my friend Les Wiley." If his name is on the return address she will know for sure. You could have a clue on the envelope besides his name.

K: Could you have his fingerprints?

T/R: Maybe so. Maybe he's a messy person and eats chocolate all the time and leaves chocolate prints on everything.

D: He doesn't eat chocolate all the time. He doesn't even like candy bars.

D: (reading)

"I hope so," said Michelle. "You and I have not got a letter from him since." This is what the letter said:

T/R: Since when? "We have not gotten a letter from him since" when?

K: Yeah, since when? You need to make sense. You need to put since next year, last year, last summer. It looked like she didn't finish her sentence.

D: Since last summer.

S: You didn't even know him in the summer.

D: Sean, this is not a real story.

(reading)

. . .last summer. This is what the letter said:

Dear Denay and Michelle,
I think Dallas is beautiful. But I love California. See you soon.
Your friend,
Les Wiley

"Oh boy," said Denay. "Wait till mama hears this," said Michelle.

T/R: Where do Michelle and Denay live?

D: California

T/R: Where does Les Wiley live?

D: Dallas. (Pencils in, "Denay lives in California. Les lives in Dallas.")
(reading)
"But where will he sleep?" "Upstairs, of course." "Les does not want to sleep in spider webs and dust." "And he isn't," said Denay. "What do you mean?" said Michelle. "I mean we're going to clean it out." "Not me," said Michelle. "Yes, you," said Denay.

T/R: What's upstairs?

D: A lot of old stuff. Their grandmother used to live in the house and when she died they left stuff upstairs.
(reading)
While they were cleaning out the upstairs, they saw a map. "Where does Les live on this map?" said Michelle. "Right here."

T/R: There is a picture of Texas with an arrow pointing to Dallas. Where did they find the map?

S: She said it was under the couch.

T/R: What kind of room is upstairs?

D: They don't use it anymore.

S: Whose house is it?

D: It's my house.

T/R: You got the house when your grandmother died?

D: We got the house when my grandmother died and we just never use the upstairs.

T/R: Why would there be a couch up there?

D: There's old furniture up there.

(reading)

They found other things like old toilet pipes and sink materials. They found pictures of themselves.

S: How long has she been living there?

D: A month.

S: How could they find pictures in there?

K: Maybe the grandmother.

D: Their grandmother had them.

(reading)

Michelle held up a picture of her at a time when she hated potty training. Denay held up a picture of when she sat on an egg.

T/R: Sat on an egg?

D: It was Easter time.

(reading)

Soon Denay heard a car and ran down to meet Les. Michelle didn't bother to run, she fell.

T/R: Did they ever get the upstairs clean?

D: I don't know.

T/R: They went upstairs to clean and started looking at pictures. I wonder if they ever got the house clean.

D: They were looking at them while they were cleaning. They heard a car and went downstairs. Michelle sort of rolled down the stairs.

S: How did they know it was Les? It says they went down to the car to meet Les.

D: They heard the car.

G: Everybody drives a car. How did they know who it was?

D: He honked a horn.

S: Everybody honks a horn. What if they were living in New York? Honk, honk!

T/R: What could they hear that would make them know for sure it was Les?

D: He yelled.

S: Honey, I'm home!

K: What did he holler?

D: Home. (laughter) I'm here.

(reading)

"Hello," said Les. Michelle said that you were coming tomorrow." "I did not," said Michelle. "Oh yes you did," said Denay. "Stop it you two," said Les.

S: If Denay's in the story shouldn't it say, 'I?'

T/R: It depends on how she wants to write it. She can write it this way and call the character Denay.

D: (reading)

"Come on," said Denay, "I'll show you your room, Les." "Okay," said Les. "Well, here it is," Denay said. "You girls did a nice job," said Les.

T/R: They must have gotten it cleaned up. What does the room look like now that they've cleaned it?

D: (sarcastically) Do I put like, the couch is over in the right hand corner and the bed is over in the left hand corner?

T/R: I didn't know there was a bed up there. I knew there were toilet pipes, an old couch, and pictures. I'm just curious to know what it looks like now. I have a feeling that in your mind you have a picture of what the room looks like but you haven't told the readers.

D: (reading)

Michelle and Denay went in the other room while Les unpacked. "Denay, I did not say that he was coming tomorrow," said Michelle. "You did too," said Denay. After dinner Les and Denay and Michelle went on a horse ride through the clean grass. After the horse ride they went to see the "Blue Lagoon." Denay said, "Oh gross." Michelle hid under this fat lady's chair. Michelle nearly got crushed. Les ducked.

S: Who's the fat lady?

D: Just a fat lady.

T/R: What's the "Blue Lagoon?"

D: A movie.

T/R: Where did they go to see the movie?

D: The theater.

T/R: What did the fat lady say?

D: She didn't feel it.

T/R: What did Les duck from?

S: Was he embarassed?

D: No.

T/R: What made him duck?

D: He was embarassed.

D: (reading)

Michelle said, "What do you want to eat?" "Nothing," said Denay. "Popcorn," said Les. "Here's your popcorn, Les," said Michelle.

T/R: Did she go get the popcorn?

S: How much did it cost? What size? Was it small, medium, large?

T/R: There are several details you could add.

D: (reading)

They went home and settled down. Les plopped down onto the couch and popped open a Pepsi.

T/R: (jokingly) Sugar free or regular?

D: I would have put diet Pepsi if it had been diet. (reading)

"Well, I have to say good night," said Denay. "Me too," said Michelle. "Not me," said Les. Les said, "I'm going to watch 'The Howling.'" Well, the next day would be Halloween and Les was so excited.

S: Was Les scared? When did he watch "The Howling?" What time did he watch "The Howling?"

D: It says he's going to watch "The Howling."

T/R: Where is he going to watch "The Howling?"

D: On TV.

K: Oh, I thought he was going someplace else.

G: I thought he was going to go into another movie (theater).

S: What room is he in? The kitchen? Did he have cable?

T/R: Do you want to make any changes in your story?

D: Yes.

T/R: Some of the questions we have asked may not be as important to the story as the other questions. You'll have to decide which questions you want to try to answer.

The end-of-session form that Denay filled out after the writing conference about Les and the Two Others, indicated her relief at having the group conference over with and her eagerness to rewrite: "I felt terrific because I got it over with and I'm starting over on my new book." Denay took the story with her as she left the twelfth session and returned for the thirteenth session ready to share the rewritten story with the group. The participants listened with interest. The expressions on their faces indicated that they were aware of the places Denay had revised. Denay's revisions addressed the questions raised during the group conference as to how the girls knew who had sent the letter, whose house it was, and why the children ducked at the movie. Denay also changed the ending slightly, writing that the next day would be Les's birthday. The first draft had said that the next day would be Halloween. Sean was particularly alert to the changes and grinned when he heard various parts of the story including more details than the first draft had included.

By the end of that session (thirteenth), Denay and the teacher/researcher had edited the story, concentrating upon dividing it into paragraphs. The teacher/researcher pointed out that a paragraph tells about a main idea and that when writing dialogue, a new paragraph is needed each time there is a different speaker. This was demonstrated by the teacher/researcher who marked the beginnings of paragraphs, explaining the reason each time she did so. When the fourth page was reached, Denay volunteered to locate and mark the paragraphs on her own. She finished the remaining pages as the teacher/researcher looked on. The teacher/researcher encouraged Denay to make the dialogue in the story more interesting by using words other than 'said' when the characters spoke. The teacher/researcher also suggested that Denay use words which would describe the way in which things were said. Denay was quite firm in her decision not to make that kind of change. She did not want to and her behavior seemed to indicate that she thought such changes were not worth the time and trouble it would take to make them.

In light of the strong opinion about making the dialogue more varied, it was interesting to observe Denay react when she was handed the typed copy of the book during the fifteenth session. Denay read the first page silently and commented, "There are a lot of 'saids.'" She also said that she had not intended to use the word 'well' as much as she had.

Denay illustrated the book with crayons. As she did the pictures, she talked about showing the book to Les. She was both worried and excited about showing the book to her friend, wondering what his reaction would be.

Once the illustrations for Les Wiley and the Two Others were completed, Denay became impatient about getting the book put together and bound. She did not seem to understand that the other participants needed to work with the teacher/researcher and that she would have to wait until the teacher/researcher had time to help put the cover together. Denay wanted everything else to be set aside until her book was completed. She said that her friend, Les, would be at the child-care center only one or two afternoons each week and she wanted to have it ready to show him the next time she saw him. The binding process was not completed until the seventeenth session. At the end of that session, Denay wrote: "Well I finish Les Wiley and the two others. I love it." When asked later, what her friend

Les had thought of the book, Denay reported that he did not show much enthusiasm. Never the less, Denay seemed to be proud of the completed book and allowed her regular classroom teacher to read it. She also shared the book with her family.

Denay's end-of-session forms indicate that she enjoyed participating in the writing workshop. Her nervousness about sharing her books in group conferences is suggested in the comment written after the group conference about Les Wiley and the Two Others and in the comments written at the last session:

> Session 12
> I felt terrific because I got it over with and I'm starting over on my new book.
>
> Session 18
> I hated it when they asked me questions. I liked it when I was putting it together and when I was listening to Sean's story.

CHAPTER V

SUMMARY, RESULTS, DISCUSSION, RECOMMENDATIONS

Summary

This study investigated the writing processes of four fourth-grade students as they participated in an eighteen-session writing workshop. Workshop sessions were held three times a week for six weeks, each session lasting forty-five minutes. Data collected for the study included observations of the children as they interacted, composed, revised, edited, illustrated, and bound their own books. Data also included pre- and postinterviews on their views of the writing process and end-of-session comments written by the participants.

A review of the literature revealed a need for further research on the writing process of children. The literature suggested that the writing process should be studied through direct observation of children as they write rather than by inference from children's finished writings. This study was an attempt to glean insight into the writing process of children through case study research.

The researcher had made previous informal attempts to examine the writing process of children through interaction with and observation of her own third-grade students. As a result of these experiences, the need for an organized effort with a much smaller group of children was recognized. The format of this study allowed close observation of each child as the writing process took place.

The Writing Interview was developed for this study as a vehicle for determining the participants' attitudes toward and awareness of writing. The interview was administered prior to the first workshop session and again after the final session, in order to determine whether or not responses to the interview questions were altered by the workshop experience.

The participants were asked to write open-ended comments at the close of each workshop session. These written comments were solicited in an attempt to discern the attitudes of the participants toward the writing workshop as a whole, as well as toward specific writing experiences.

With the permission of the school principal, an elementary school classroom in a suburban North Texas school served as the study site. Four fourth graders, two girls and two boys, ages nine and ten were selected to participate in the study. Participants were selected on the basis of their scores which ranged from 1 to 3 on a scale of 0 to 4 on the third-grade TABS writing subtest.

The participants in this study were told that the purpose of the writing workshop was for them to write and "publish" their own books. When the children had completed rough drafts, they discussed them with the teacher/researcher. The rough drafts were also shared with the group in group conferences. Revisions were made by the writers in response to questions posed during group conferences. Once final drafts had been written and edited, the books were typed, illustrated, and bound. The children were then free to share their finished books with whomever they pleased.

Results

The data collected in this study indicated that each participant approached the writing task with different goals and methods. Length of the finished product was important to some writers while it was less important to others. Some of the children took more time to complete a composition than did their fellow writers. Interaction was of varying degrees of importance to the writers. Revision came readily to some while for others it was an unwelcome and seemingly unimportant procedure.

For Glenn, the length of his story was very important. He set out with the intention of writing a fifty-page story and tried skipping lines and not skipping lines in order to achieve that goal. When it became apparent that time would not allow for a fifty-page story, Glenn brought his writing to a close, leaving the reader wondering about the outcome of the story. With encouragement during the group conference, Glenn decided to add an epilogue which would inform the reader of the story's outcome. This revision indicated that Glenn was aware of his audience and did want his story to be understood by and be of interest to the reader.

Glenn was also concerned with the correctness of his writing and expressed concern over the fact that his story had to be edited for spelling, punctuation, and capitalization errors before it could be typed. Glenn had attempted to make all such corrections on his own in hopes that the teacher/researcher would not have to assist with editing.

Denay was also concerned with the length of her final product, as indicated in the conversation about whether the story was long enough to be a Caldecott book. Denay did not indicate her goal in terms of the number of pages but her actions and conversations suggested this concern with length.

Denay wrote stories which included the names of her friends for the characters, an indication of her awareness of audience. Denay knew that her friends would be reading her books and her use of their names for the characters seemed to be a way of honoring those friends as well as a way to capture their interest. Denay's awareness of audience was also seen in her decision to make revisions after the group conferences. Denay indicated an aversion to the group conferences because of all the questions that were asked, but in most cases, she was ready to make the changes suggested by the group by the time the conference was over.

When she was writing, Denay was in a hurry to finish her story and have it "published." Both of her stories ended rather abruptly before revisions were made. It seemed that Denay reached a point where she no longer wanted to write so she decided the story was finished. The enthusiasm of the group during group conferences seemed to rejuvenate Denay's interest in her stories and she went on to rewrite the stories so that the questions of the readers would be answered.

Of the four writers, Kristen was the least willing to make revisions in her stories. She answered the questions posed during group conferences but did not respond to the questions by rewriting the stories. Kristen was satisfied with stories that interested her. She knew the answers to the questions posed by the readers and saw no reason to change anything about her writing.

Kristen drew from others the ideas that went into her stories. She used story starters in order to get suggestions for her stories, she asked the other participants for ideas when she was ready to give the characters names. Once a story was started, Kristen wrote the rest on her own, with little interaction with the others as she wrote. She did ask the teacher/researcher to read what she had written as she completed each page of the story and waited for encouraging words before going on. Kristen brought her stories to definitive endings, although the ending had little to do with the beginning in both of her books.

Sean was not concerned with writing a long story. He seemed most interested in writing stories which would interest himself and his audience. Sean was the only writer who discarded any of his story ideas. Even after completing a book about the NFL teams, Sean chose not to publish it after the group conference had been held. Sean also discarded a piece he had begun about a person who works at the day care center he attends before and after school. Sean's stories were of interest to the rest of the group. They included the names of the other children in the writing group as well as the names of other classmates. The Freaky Horror Show was a fictional story about the fourth graders at Sean's school. The book elicited quite a bit of response from the others because of the gory details which Sean included. The second book, Fourth Grade, told of Sean's experiences as a fourth grader. This book also included many of Sean's classmates and fellow workshop participants. Sean, like Denay, knew that including friends in the story would make the book interesting to them.

Responses on the postinterviews were consistent with responses to the preinterviews, with a few exceptions. Sean's idea of what it takes to be a good writer changed between the preinterview and the postinterview. In the preinterview, Sean said that a good writer would need to "get enough sleep and rest his hand." In the postinterview, Sean said that a good writer needs to "know a lot of things."

Glenn was able to address the question of what it takes to be a good writer with more clarity in the postinterview than in the preinterview. Glenn's response in the preinterview was incomplete: "It depends if you write truthful stories or fairy tale stories." In the postinterview, Glenn once again stated that it depends, but went on to say that in order to write a true story, a good writer would need to gather a great deal of information and that writing fiction requires a good imagination. Glenn's opinion of himself as a writer changed from the time of the preinterview to the postinterview session. In the preinterview, Glenn said that he did not think he was a good writer. In the postinterview, Glenn said, "I think I'm a good writer. I don't know about some other people, but I do."

In the preinterview, Denay said that a good writer should have legible handwriting. In the postinterview, Denay once again referred to the mechanics of writing when she said that a good writer must spell and punctuate correctly but she added that a good writer should write what he or she feels and thinks.

Kristen's responses to pre- and postinterview questions changed slightly. Kristen's postinterview responses were quite similar to her responses to the preinterview questions, but indicated that she was more aware of the writing process and the purpose of writing. For instance, in the preinterview, Kristen said that knowing how to spell words is the hardest thing about writing. In the postinterview, Kristen said that she found editing to be the most difficult thing about writing. In the preinterview, Kristen said that the ability to write well is important, "so someone can read it." Kristen's answer in the postinterview was, "You have to be able to make good sentences so it will make sense."

Discussion

Within the limitations of this study, every effort was made to provide a natural setting for the process of writing to occur. Each child chose his or her own topic and wrote at his or her own pace. The children were permitted to move about the room and carry on conversations during the writing workshop sessions. Much interaction took place among the children at every stage of writing. This interaction was an important element in the writing processes of the children who participated in this study, a fact which supports the findings of Tway (1976b) and Genishi (1982).

Writing within a group provided the children with two key elements in the writing process, an audience and a purpose for writing (Calkins, 1980; Golden, 1980; Graves, 1979; Murray, 1968; NCTE Committee, 1979). Each child approached the task of writing with the knowledge that the other children in the group would be reading what was produced during the writing workshop sessions. Sean and Denay both displayed an awareness of audience when they included friends in their stories. Writing for an audience of peers seemed to motivate the children to write, as well as encourage them to revise what they had written. Audience held varying degrees of importance to each child, but was a factor in each of the writing processes observed.

Group writing conferences motivated the children to make revisions once they had completed writing. In most cases, the children were reluctant to even consider changing what they had written until the work had been shared with the group and questions had been posed concerning the content of what had been written. The group writing conferences allowed the writers to hear the way in which their work was perceived by the readers. Until questions were posed by the group, the writers seemed unaware of the need for greater detail or better organization in their writing.

Sean approached the group conferences with the attitude that changes were probably needed and that the conference would help him know what revisions to make. Denay and Glenn did not seem to think their writings would need to be revised when they shared their work with the group, but both were willing to revise once feedback from the others had been received. Kristen answered questions on her work during group conferences, but was reluctant to revise, even after the others had expressed confusion over what she had written. When the writers chose to make revisions, their work became easier for the readers to understand.

The NCTE Committee on Standards for Basic Skills Writing (1979) has suggested that the conventions of writing are most effectively taught during the writing process, rather than as skills removed from the actual process of writing. In this study, the conventions of writing were handled during editing sessions in the postcomposing phase of the writing process. The children watched and listened as the teacher/researcher made and explained corrections. The children were then able to follow the example and finish making the corrections on their own.

Schiff (1979) found that the writing process was a physically active process for his sixth graders as they moved about the room, crumpled their papers, cut and pasted manuscripts, and paced to and fro. This study supports Schiff's findings. The writers in this study were quite active. They moved about the room checking on one another's progress, writing on the chalkboard, looking at books, playing with puppets, and gathering needed materials. The writing process was also a verbally active one for the four writers, who spent a great deal of time talking to one another throughout the eighteen workshop sessions.

Graves (1978, 1977) has identified three phases of the writing process: precomposing, composing, and postcomposing. The results of this study support the idea that the writing process consists of these three phases. In this study, each child exhibited behaviors which suggest that the three phases were taking place. In some cases, the three phases took place in short, repetitive cycles with the writers exhibiting precomposing behaviors, writing a few lines (composing), and rereading what had been written (postcomposing), returning to precomposing behavior, and so on. Others seemed to spend time in the precomposing phase and then compose the entire story before rereading or returning to precomposing activities. All phases were operative in each child's writing process but they went together as a unique process for each child.

End-of-session comments written by the participants revealed positive attitudes toward the writing workshop. The children were eager to participate and their eagerness continued throughout the eighteen sessions. The novelty of the writing workshop may have accounted for the initial positive attitudes shown by the children; the fact that the enthusiasm was maintained during the six weeks of sessions indicated that the children were comfortable with the writing workshop format.

The results of this study support the findings of other case studies on the writing process. Writing is a process which consists of three major phases: precomposing, composing, and postcomposing. Writing is an active process which involves interaction between the writer and others. Writing for an audience provided the writers in this study a purpose for writing as well as a reason for making the message clear. The group conferences which were a part of this study proved helpful to the writers as they found the need to make revisions in their writings.

Recommendations

Recommendations for Further Study

As a result of this study and in light of available literature, it is recommended that study of the writing process be continued. Greater understanding of the writing process is needed in order that educators might implement effective writing programs. Case study research may be the best method by which to observe the process of writing since it allows for direct observation of the writer as he or she approaches the task of writing. It is, therefore, recommended that continuing research of the writing process take the form of case studies.

This study was conducted within a limited time frame, with only eighteen forty-five minute sessions, a fact which limited what could be learned about each child's writing process. Research could reveal more about the writing process were it conducted over a longer period of time. Observing writers over an extended period of time would allow observation of the changes which take place as children develop their writing abilities.

A limiting factor in this study was that it was conducted apart from the regular classroom setting. Conducting research within the regular classroom would allow researchers to observe spontaneous writing, something this study was unable to observe. Research which is to be conducted within a regular classroom should retain many of the elements of this study. Materials for prewriting activities such as drama and art should be provided and participants should be encouraged to make use of those materials. A variety of resource materials such as library and reference books should be readily available to the children. Interaction among the students should be allowed and observed by the researchers since interaction is an important aspect of the writing process. Interaction also allows the researcher a more clear glimpse of the process which is taking place as children write. Provision should also be made for children who prefer an isolated place to write, free from interruption and distraction.

Publishing the children's work was a strong motivating factor for the writers in this study. Future researchers of the writing process might consider the value of publishing the work produced by children as research is being conducted. Group conferences were important in this study, as they provided the participants with feedback from an audience and gave them reason to make revisions. It is recommended that group conferences be included in further research of the writing process.

In future studies, children might be asked to write for a variety of audiences and a variety of purposes in order that their approaches to different types of writing might be observed. Choice of topic should be left to the writers, as it was in this study but researchers might direct the children to try writing letters, research reports, poetry, and types of writing other than stories.

There is much to be learned about the writing process. A greater understanding of the process will allow educators to develop writing programs which effectively teach children to be successful writers. It is hoped by this researcher that study of the writing process will continue and that the results of such study will be shared with and recognized by educators as they develop writing programs for their students.

Recommendations for Writing Programs

Observation and analysis of behaviors displayed by the children during the writing workshop along with an analysis of the children's responses to pre- and postinterview questions and end-of-session comments allowed the researcher a first-hand glimpse of the process of writing. As seen in the account of the writing behaviors of the four participants in this study, writing is a highly individualized process. Yet there are generalizations which have been suggested by writing process researchers and which are supported by this study. If future research of the writing process reaches the same findings as this study, the following recommendations for writing programs are offered:

1. Allowance of interaction among the children at each stage of the writing process.
2. Encouragement of the children to choose their own topics when writing.
3. Time for the children to develop their ideas and experiment with various techniques for communicating those ideas.
4. Access to a variety of resource materials such as library and reference books.
5. Materials to stimulate precomposing activities such as puppets, picture files, books, and art materials.
6. Group writing conferences in which children share their writing and ask questions of content about what has been written.
7. Encouragement to revise the content of what is written in order that the message be made more interesting and/or clear to the reader.
8. Editing sessions for the purpose of teaching the conventions and mechanics of written language within the context of the writing process.
9. Provisions for the publishing of a portion of what the children write.

APPENDIX A

LETTER OF PERMISSION FROM SCHOOL PRINCIPAL

GARLAND PUBLIC SCHOOLS
GARLAND, TEXAS 75040

October 8, 1982

Dr. Clifton Sparks
Dean of College of Education
Texas Woman's University

Dear Dr. Sparks,

The research project that Kathy Bouchard has requested to be done here at Park Crest School has been approved by the staff at Park Crest.

We anticipate that this research will be of value to Kathy and to the teachers here.

Sincerely,

Elizabeth Crow

Elizabeth Crow, Principal
Park Crest School

APPENDIX B

LETTER TO PARENTS

To the parents of ______________________,

As a part of my graduate work at Texas Woman's University I will be conducting a writing workshop before school three days a week for six weeks, beginning October 27th. I am offering your child the opportunity to participate in the writing workshop.

During the writing workshop sessions four children will write, illustrate, and bind their own books.

The time of the workshop will be 7:30 a.m. to 8:15 a.m. on Mondays, Wednesdays, and Fridays. The last session should be around December 8th. Because of the limited amount of time for each session, it will be very important that each participant arrive on time for each session.

Please indicate on the form below whether or not you give your permission for your child to participate in the writing workshop. The form should be returned to me no later than Monday, October 18th.

If you have any questions, please call Mrs. Crow or me at school (494-8459).

Sincerely,

Kathi Bouchard

Kathy Bouchard

APPENDIX C

PARENTAL PERMISSION SLIP

I (do, do not) wish for ____________________________ to participate in the writing workshop. I understand that the workshop sessions will be held from 7:30 a.m. to 8:15 a.m. on Mondays, Wednesdays, and Fridays, and I agree to have my child at school on time for this.

Date _______________ Parent's signature __________________

APPENDIX D

WRITING INTERVIEW

1. What kinds of things do you write?
2. When do you write?
3. How do you feel about writing?
4. What do you think makes a good writer?
5. What is the most difficult thing about writing?
6. How do you decide what to write about?
7. Do you think it is important to be able to write well? Why?
8. Do you see people writing outside of school?

APPENDIX E

OBSERVATION LOG OUTLINE

I. Precomposing Phase

   A. Does the writer interact with other workshop participants? If so, how?

   B. Does the writer use the materials provided for art or dramatization?

   C. Does the writer use the file of story starters or the picture file?

   D. How much time is spent in the precomposing phase?

   E. How does the writer respond when asked what he/she plans to write?

   F. What comments are made on end-of-session forms during this phase?

II. Composing

   A. Does the writer interact with the other participants? If so, how?

   B. Does the writer make use of resource materials?

   C. What type of writing has the writer chosen to do? (Real or imagined story, research report, or other type.)

   D. What audience is the writer addressing?

   E. What seems to be the writer's motivation?

   F. How much time is devoted to composing?

   G. What revisions are made?

H. What comments are made on end-of-session forms during the composing phase?

III. Postcomposing

A. What changes are made during the editing process?

B. What behaviors are exhibited as the child illustrates and binds the book?

C. Does the writer share the final product with others?

D. How does the writer feel about the final product?

APPENDIX F

PREINTERVIEW WITH SEAN

T/R: What kinds of things do you write?

S: Sports. I make things up and I put real stuff.

T/R: When do you write?

S: When I have free time at school.

T/R: How do you feel about writing?

S: I like it.

T/R: What makes a good writer?

S: I don't know.

T/R: What would a good writer need to do?

S: Get enough sleep. Rest his hand.

T/R: Do you think you are a good writer?

S: Sometimes. When my teacher says I write good.

T/R: What is the hardest thing about writing?

S: Thinking about what you're going to write about.

T/R: How do you decide what to write about?

S: I think about what to write about (topic). Then I think about it some more and add on to what I already know about.

T/R: Do you see people write outside of school?

S: Yes, I see people write in buildings that I go to. I see people write at school and sometimes I see people write after school.

T/R: Who are some of the people you see writing?

S: My mom writes when her boss is not going to be there; she takes over his job. She writes checks down and she puts stuff in files. My teacher writes when we have a project. She writes stuff for our work. Denay writes when we have free time at school. People in buildings write stuff that goes to the news and sometimes they write about what happened at their work and all that stuff.

APPENDIX G

CHAMPIONSHIP TEAMS OF THE NFL

ROUGH DRAFT

The Championship Teams of the NFL

Ocober 27,1952

Los Angeles Rams

The Los Angeles Rams were a tough team to beat. In 1950 they beat the Colts 70-27, Detroit 65-24 Green Bay 45-14 and 51-14 victory over the Browns. Los Angeles was not always playing hard enogh. But in 1979 they beat the Cowboys 21-19. And played aginst the Pittsburgh Steelers. But they lost 35-28. There beat quarterback Vince Fazagamo quit because he did not get enogh money from the way he played agesnst the Steelers. But they are a great team now. The End

The Cowboys

The Cowboys have a great team. They have a good devense and they call them the Doomsday devense. Randy White Too tall Jones Harvey Martain John Dutton are on the doomsday devense. The Cowboys have won 2 Super Bowls out of 5. 24-3 victory over the Dolphins in one Super Bowls. And a big win to the Cowboys over the Broncos 27-14 by an outstanding catch by Butch Johnson he caught the ball with outstreched fingers. Andd love the Cowboys. And they are the Americas number #1 team!

The Steelers. The Steelers are a good team they are the World Champions they have won 4 Super Bowls. They fighted for 40 years to get to the Super Bowl and finnally they made it!. John Stallworth, Lynn Swann, Franco Harris, Terry Bradshaw, Matt Blair and Donnie Shell and the tough gu, Mean Joe Green is the only reason why they one the 4 Super Bowls.

49ers. Dolphins. Packers

The 49ers had a wonderful season in 1982 they beat the Cowboys 35-27 by a good pass to Dwight Clark over Everson Walls head and Everson couldn't jump that high. So the 49ers played the Bengals in the Super Bowl. The 49ers skunked the Bengals 36-21 they played a good ball game.

Dolphins

The dolphins can play very good they play good every year in 1967 they won more games than anybody in the NFL they won all their games and beat everybody they came out with a 16-0 lead. (sixteen games won) They also won two Super Bowls!

Packers.

The Packers are also made history they won the first Super Bowl and the second Super Bowl they had one of the best coaches of the NFL Vince Lambordi he past away in 1975 the Packers all loved him.

The Browns and Vikings

[illegible]

The Browns

The Browns are a good team they also made history. Jim Brown in his carreer in running he gained 12,987 yards in his carreer. Tony Dorsett gaines more yards now bi they have 16 games when Jim Brown played they only had 12 games. But the Browns are a good team.

The Vikings.

Have a good team they play very good. They have gone to lots of ; SuperBowl but they lose them all! This is a story that happen to Jim Marshall had just now hit a a person and he fumbles the ball Jim recovers it and ran but he got mix up and was running the wrong way then he finnally relized he was running the wrong way when the offense man was jumping on him to thank him for the 2 points. But im sorry but the book of the great teams! The End

APPENDIX H

FREAKY HORROR SHOW

ROUGH DRAFT

Freaky Horror Show

One night there was a big bloody murderer who liked to chop off heads. Every day + night ~~it would make him~~ he was proud because he liked blood and guts and he put the heads on his wall.

One night at Park Crest ~~at their~~ halloween carnival he was killing every body, ~~but~~ Mrs. Hagler class was the only class alive.

Kristen + Penny were sick and they were scared and almost ~~dead~~ vomiting seeing all the heads and blood and guts every where. ~~It~~ was a masacare.

~~He~~ The murderer was banging on the door. ~~He~~ got his ~~ax~~ and chopped down the door.

~~and~~ We were in line. ~~and~~ The door ~~hit~~ fell on ~~him~~. We got up and started to run down the hall. Mrs. Crow tried to stop us but we just kept on running! Then ~~finally~~ we stoped at Dan Alexander's house and ate Roast beef and Dr. Peppers ~~to drink~~ to cool us down!

Then ~~finally~~ we were real quiet but it didn't work. Even if we were quiet he still could find us. He chopped down the door. We all started to run. Robb, Brent, Paul, Sandy, Valarie, Millie, and Hai bit the dust!

Sean

~~So~~ What could we do? ~~because~~ We were trapped! Then ~~finnally~~ we got out in Dan Alexander's window. ~~But~~ We didn't like it because we all got out in the fog. ~~So~~ We couldn't run very fast!!! ~~but~~ Just as we got out the window we heard a sieren and we all thougt it was Dan's dad, a policeman ~~we guessed~~ it was. ~~So~~ Dan's ~~dad~~ caught the big murdeder and we all were happy except Brent, Robb, Paul, Sandy, Valerie, Kari, and Millesa. ~~And~~ Half of us lived happily ever after!!! The End

About the Author

My name is Sean Wright.
I go to Park Crest.
I am ten years old.
And I like to write lots of combinations of books.

This book is dedicated
to the spooky lovers at
Park Crest school.

APPENDIX I

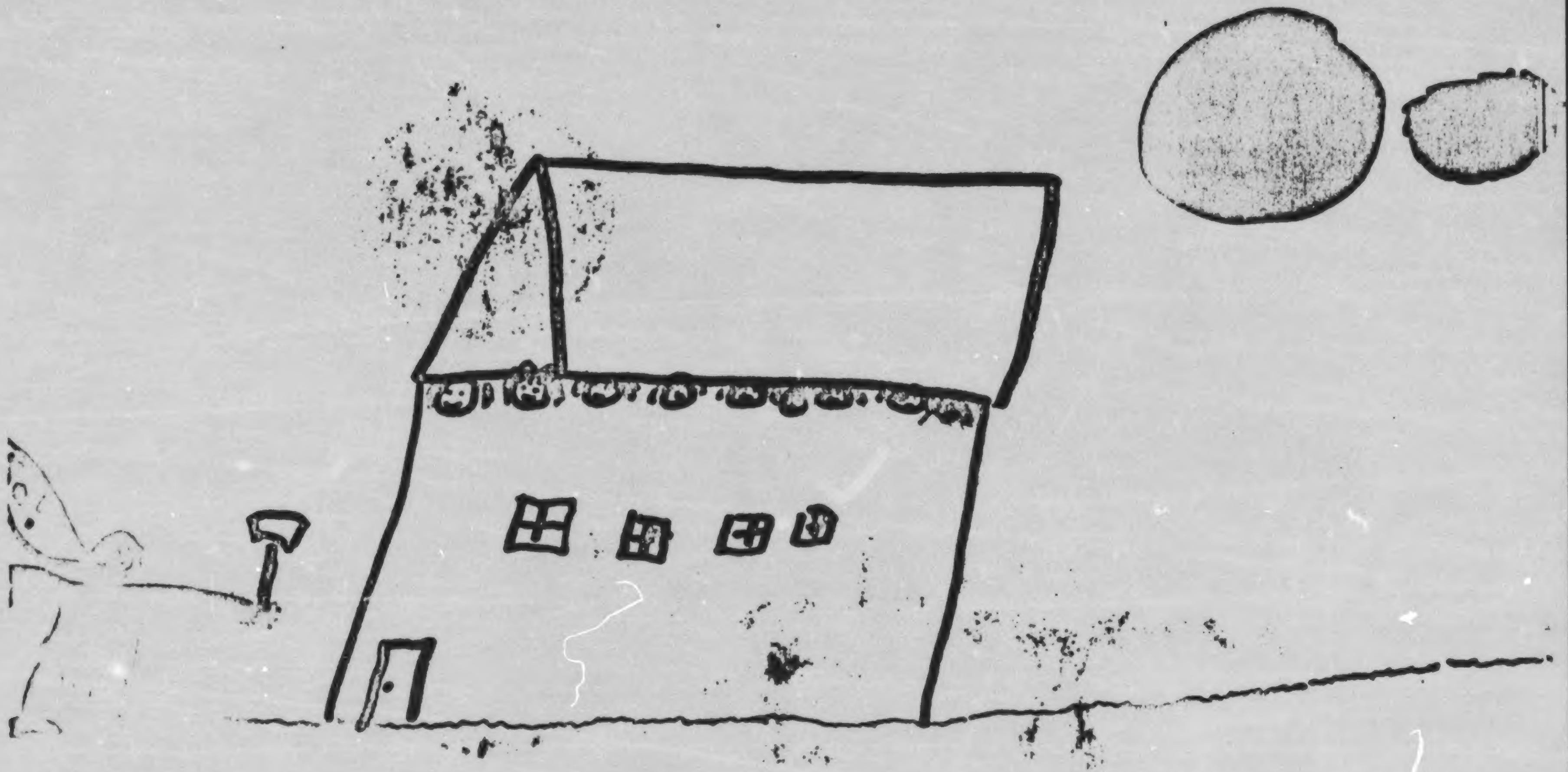
FREAKY HORROR SHOW

THE FREAKY HORROR SHOW

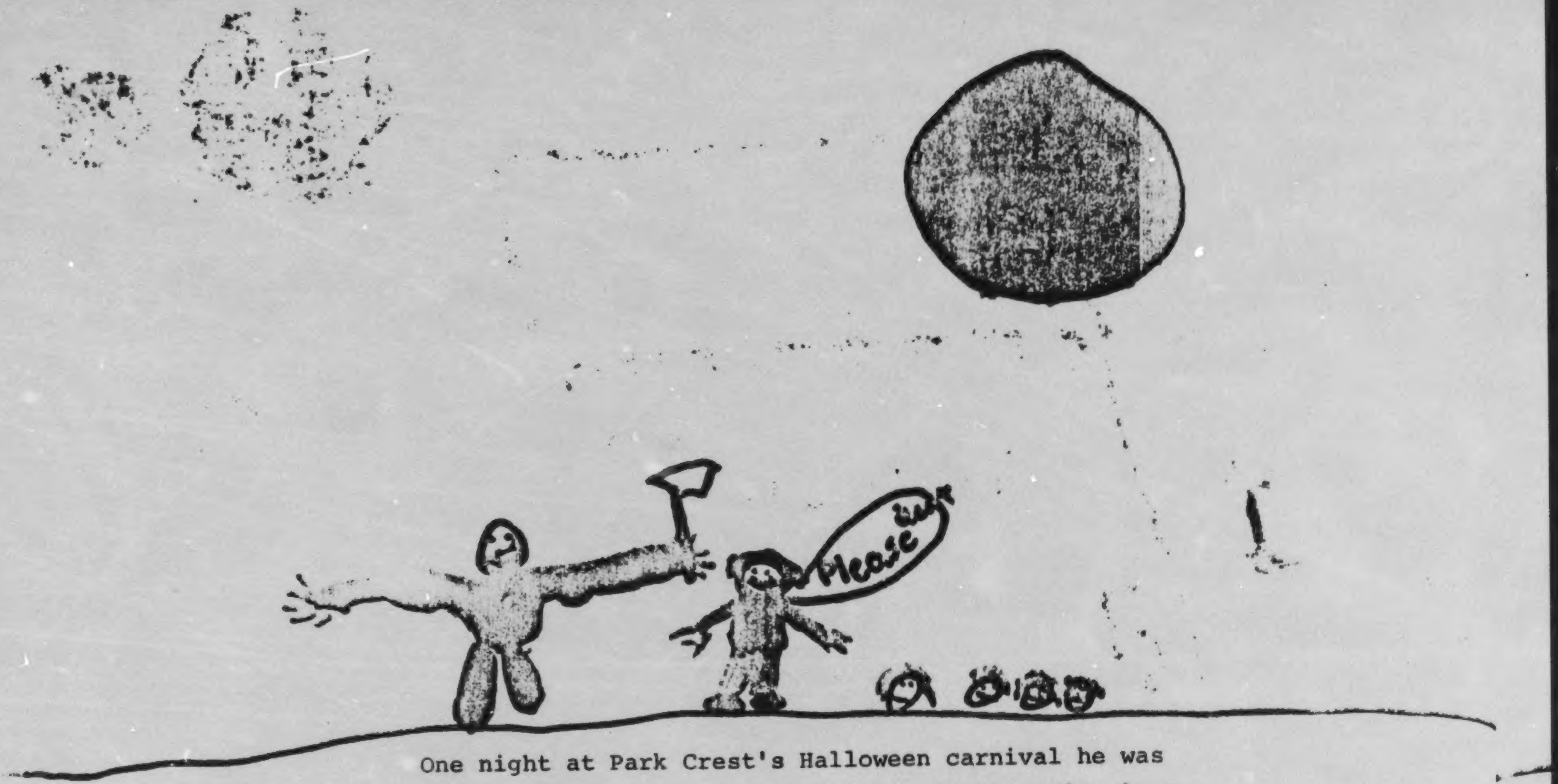
By Sean Wright

1982

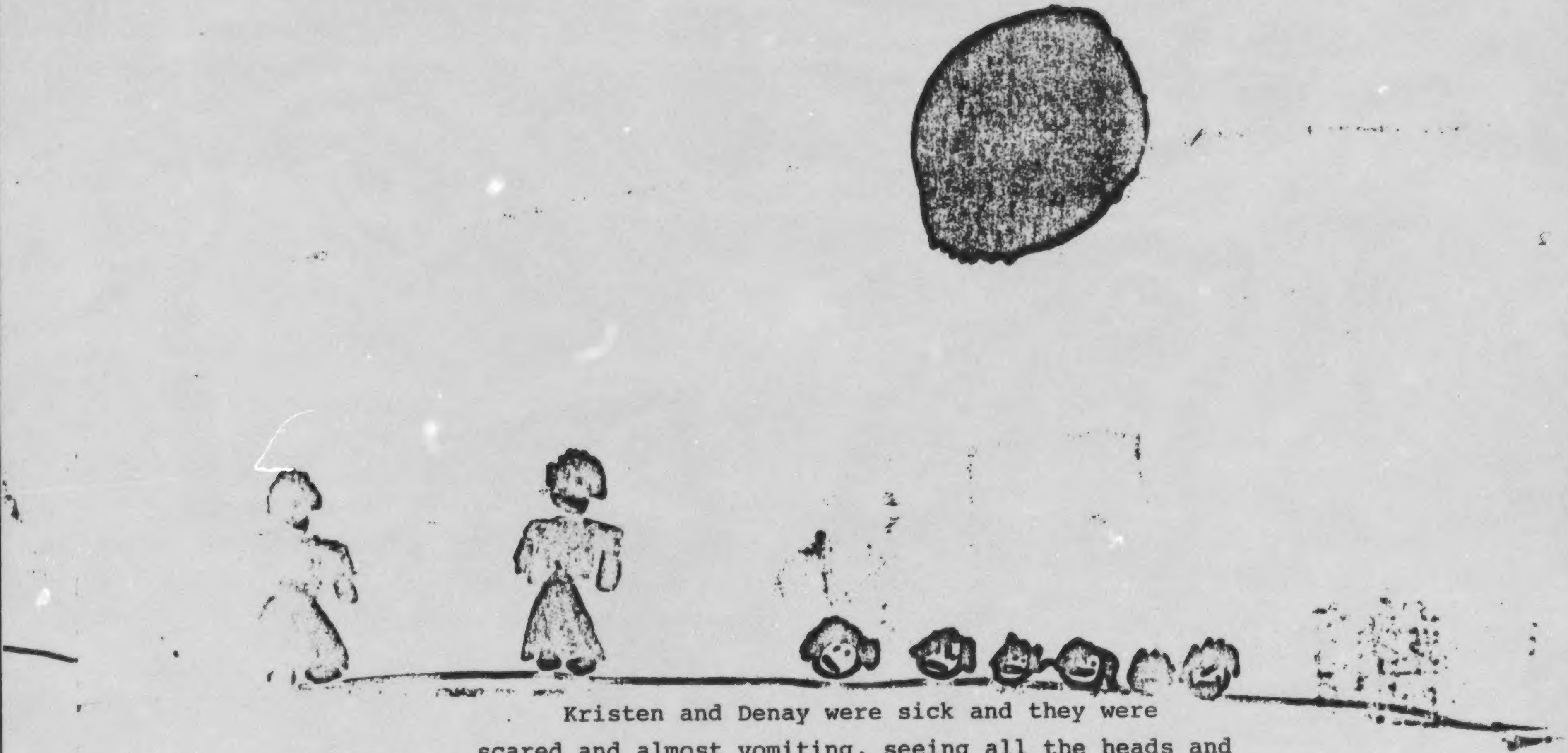
This book is dedicated to
all the spook lovers at
Park Crest School.



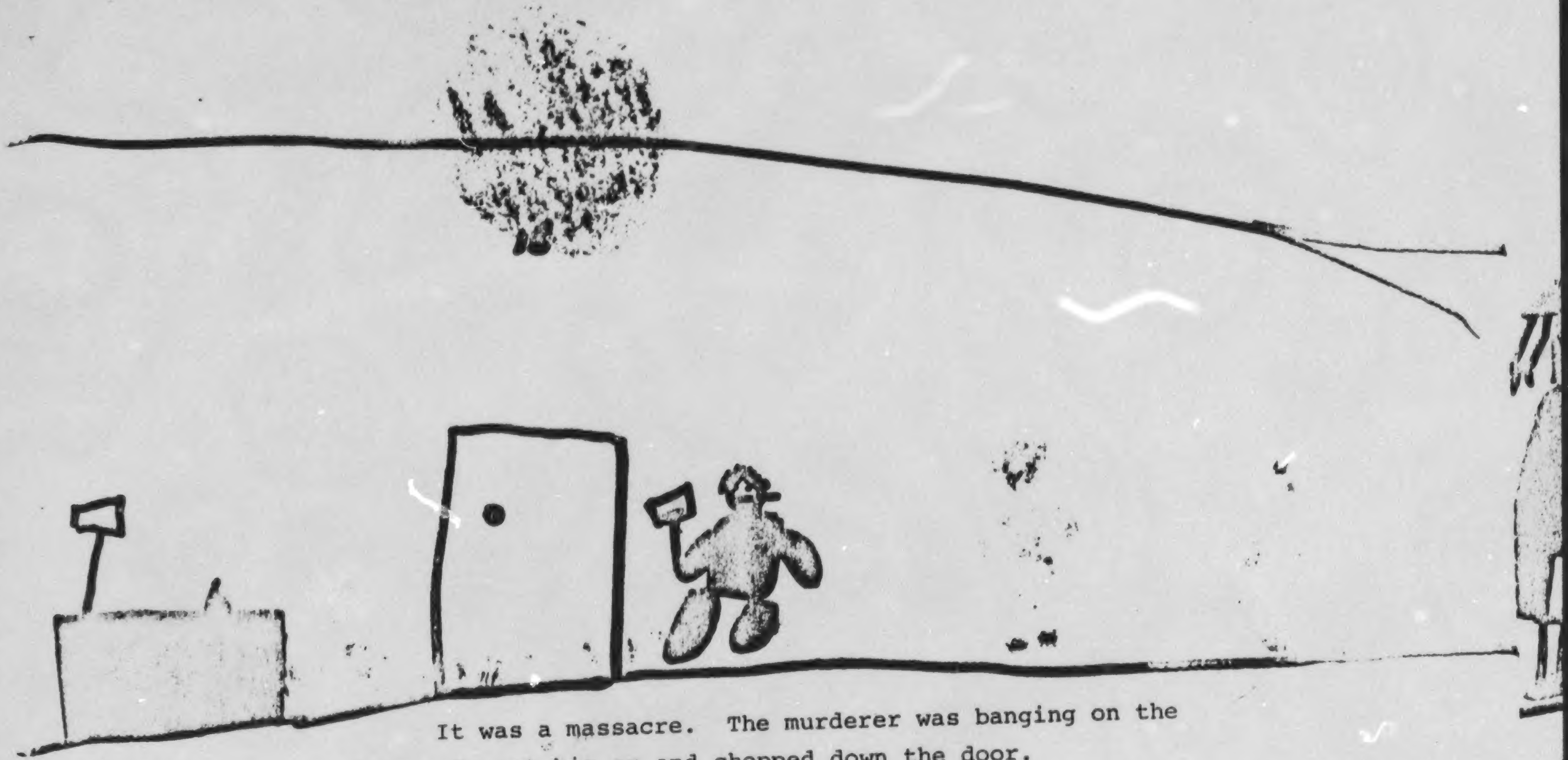
One night there was a big bloody murderer who liked to chop off heads. Everyday and night he was proud because he liked blood and guts and he put the heads on his wall.



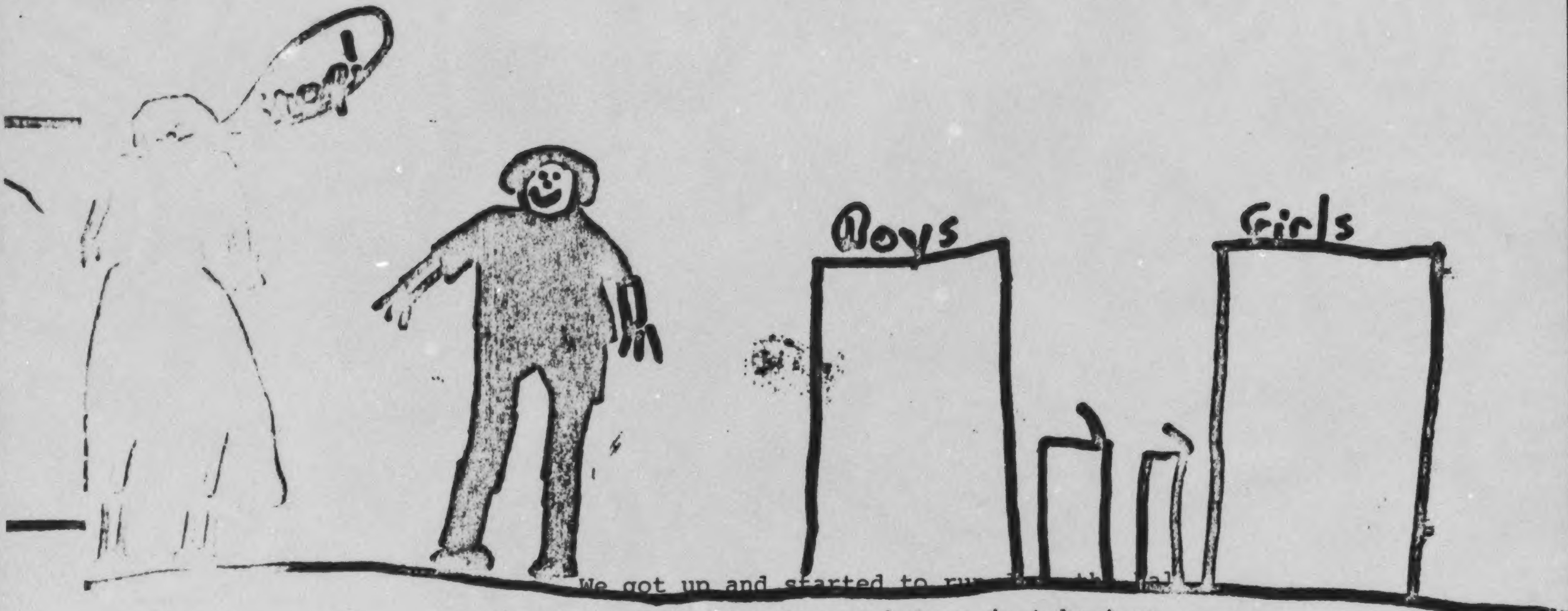
One night at Park Crest's Halloween carnival he was killing everybody. Mrs. Hagler's class was the only class alive.



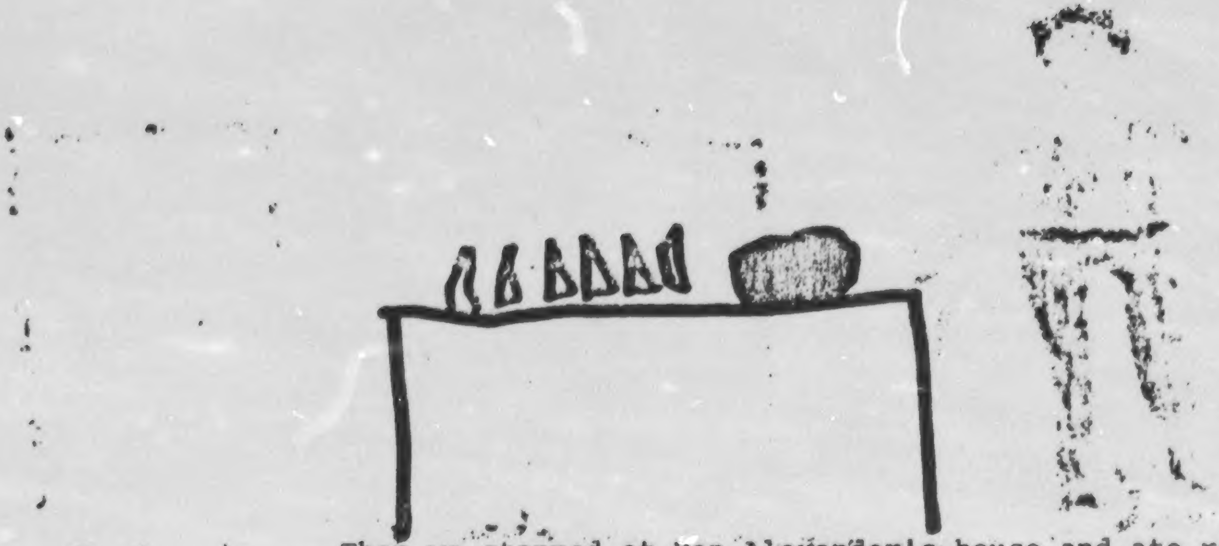
Kristen and Denay were sick and they were scared and almost vomiting, seeing all the heads and blood and guts everywhere.



It was a massacre. The murderer was banging on the door. He got his ax and chopped down the door.


Stop!
Boys
Girls

We got up and started to run [illegible] the hall. Mrs. Crow tried to stop us but we just kept on running.

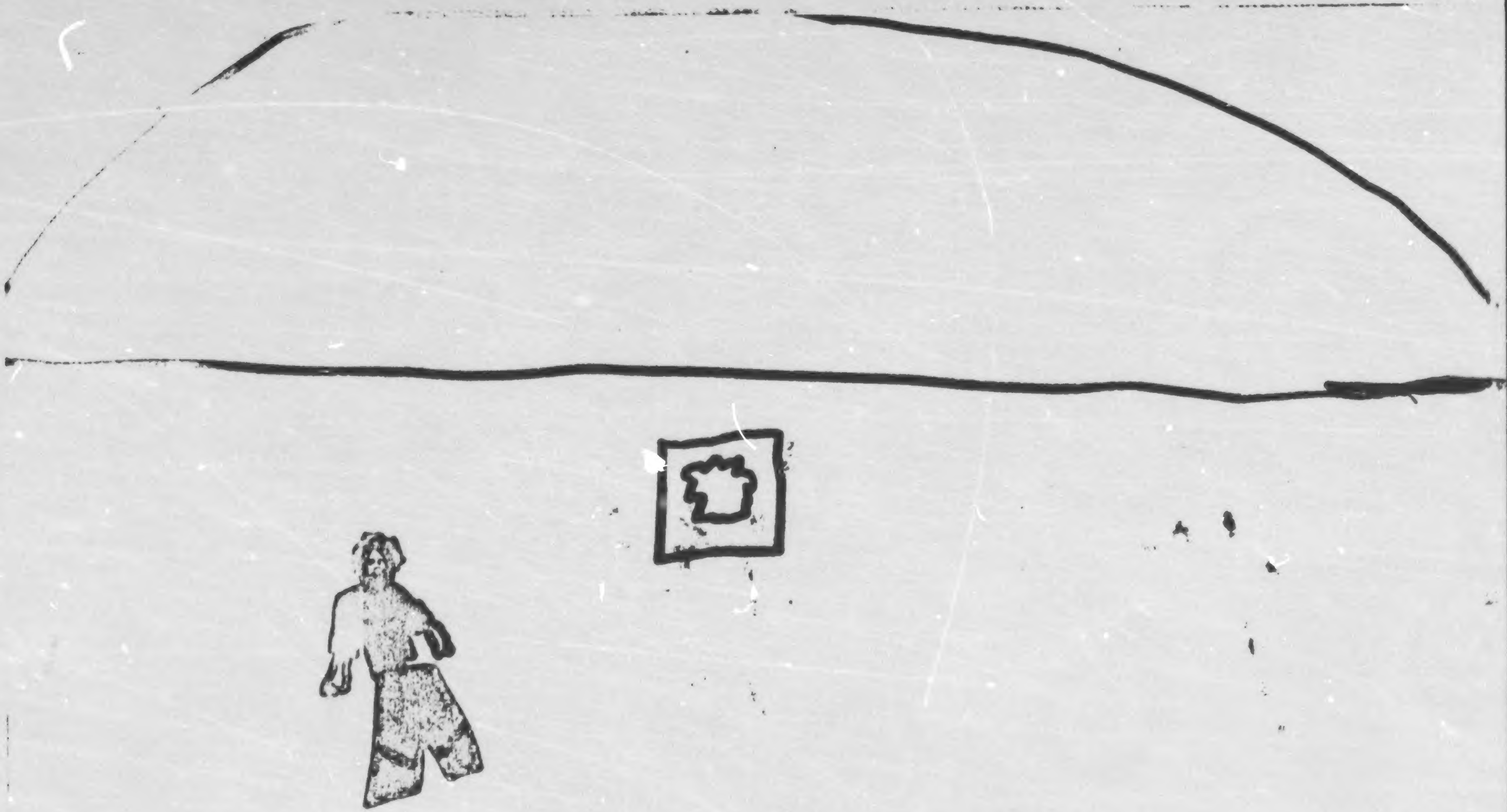


Then we stopped at Dan Alexander's house and ate roast beef and we had Dr. Peppers to cool us down.

BEST COPY AVAILABLE

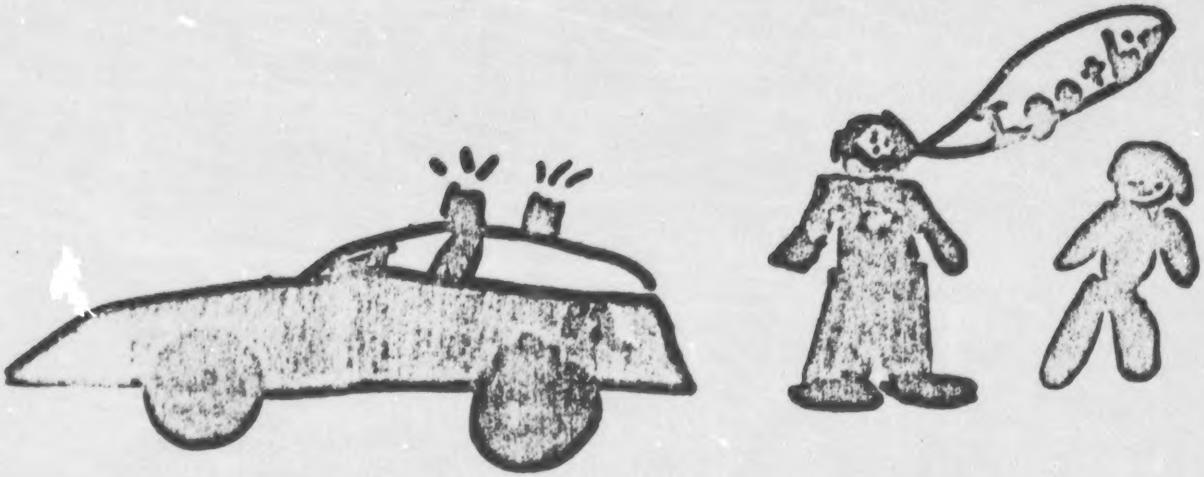
why dont you

Then we were real quiet, but it didn't work. Even if we were quiet he still could find us. He chopped down the door. We all started to run. Robb, Brent, Paul, Sandy, Valarie, Melissa, and Kari bit the dust.



What could we do? We were trapped!

Then we got out of Dan Alexander's window. We didn't like it because we all got cut on the legs. We couldn't run very fast.



Just as we got out the window we heard a siren and we all thought it was Dan's dad who is a policeman. It was!

Dan's dad caught the big murderer and we all were happy except Brent, Robb, Paul, Sandy, Valerie, Kari, and Melissa. Half of us lived happily ever after!

ABOUT THE AUTHOR

My name is Sean Wright. I go to Park Crest. I am ten years old. I like to write lots of combinations of books.

APPENDIX J

ME AND JONI HAMMOND

UNFINISHED DRAFT

Me and Joni Hammond.

This takes place at Kiddie Kollage. She takes care of [illegible]

When I met Joni she was real nice and sweet. She would give me a kiss every time when I helped her take the toys in and out. Joni is a nice girl she lives on Newcastle. Joni goes to Garland High School. She won Homecoming Queen about a month ago she is a nice girl. She drives a Camaro But she crashed it so she drive

Nov. 19

Nov. 22

APPENDIX K

FOURTH GRADE

FOURTH GRADE

By Sean Wright

1982

kindergantan

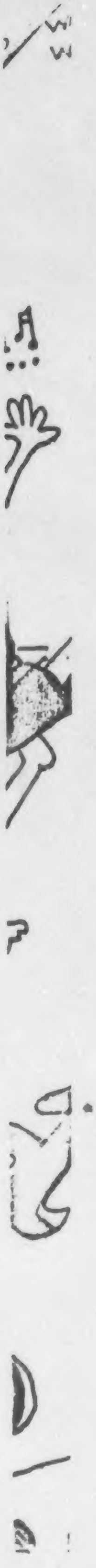
1st Grade

2grade

3grade

4th

Grade!



Dedicated to the
fourth-grade teachers.

One day on August 31, 1982, I was starting a new grade. This grade was fourth grade. I was not nervous or scared. I just started walking down the hall. I asked Mrs. Crow, "Where is the fourth grade?"

"Down the hall," said Mrs. Crow.

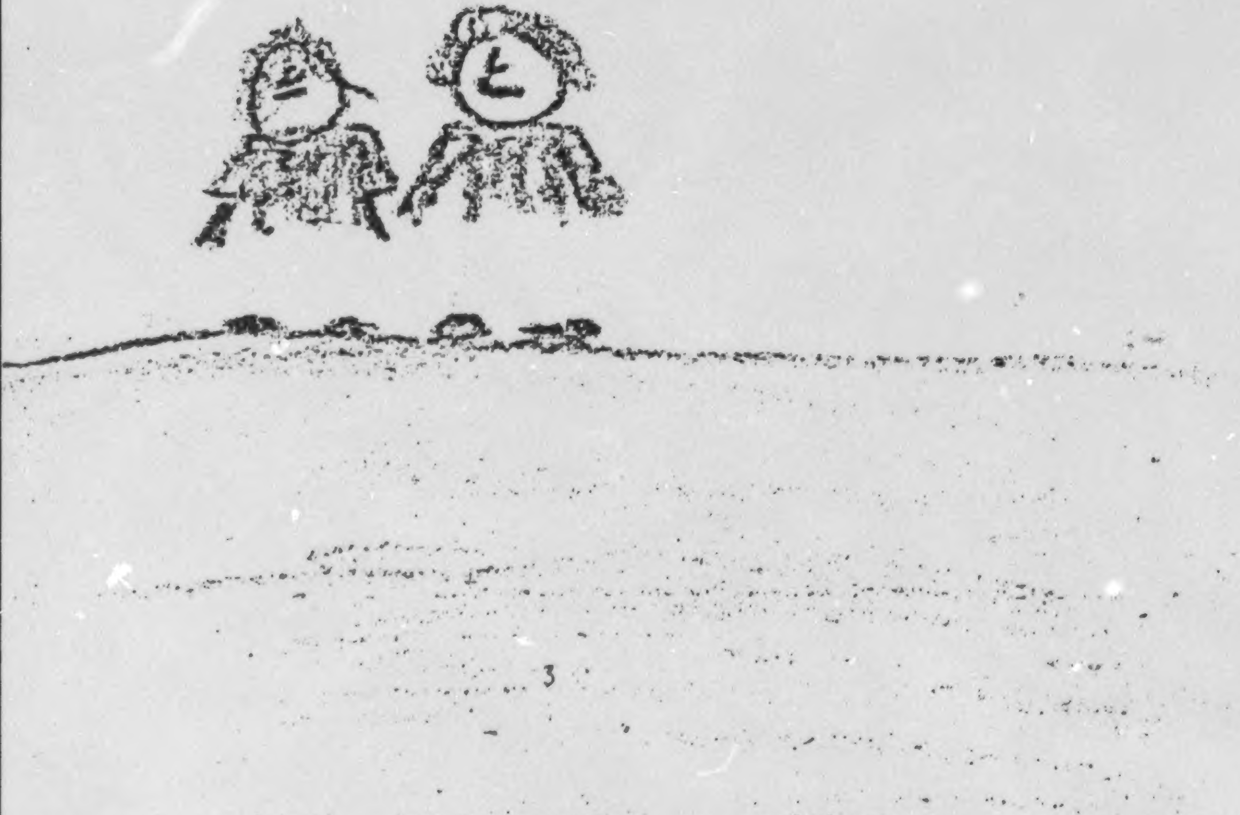
"Who are the teachers?"

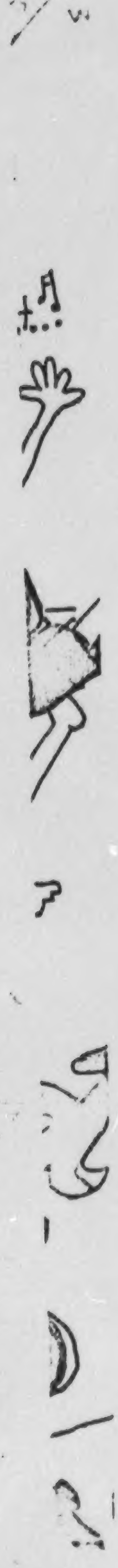
Mrs. Crow said, "Mrs. Holton, Mrs. Clayton, and Mrs. Hagler."

So I walked to Mrs. Holton. I was not in that class but she is my language teacher. And I was not in Mrs. Clayton's class but she is my reading, math, and health teacher. I was in Mrs. Hagler's class.

About two months later we went to the planitarium to study lattitude and longitude lines.

One month later we had to try out for a play called "Wacky and the Fuddlejig." It's about an elf named Wacky that gets fired on a job because he wants to make something besides guns and other thing. I'm Mr. Grumper and Glenn Sesco is Santa Claus and Bruce Morrison is Wacky. The fourth-grade teachers are the directors. Dan Alexander is my coach. Dan helps me with my lines..



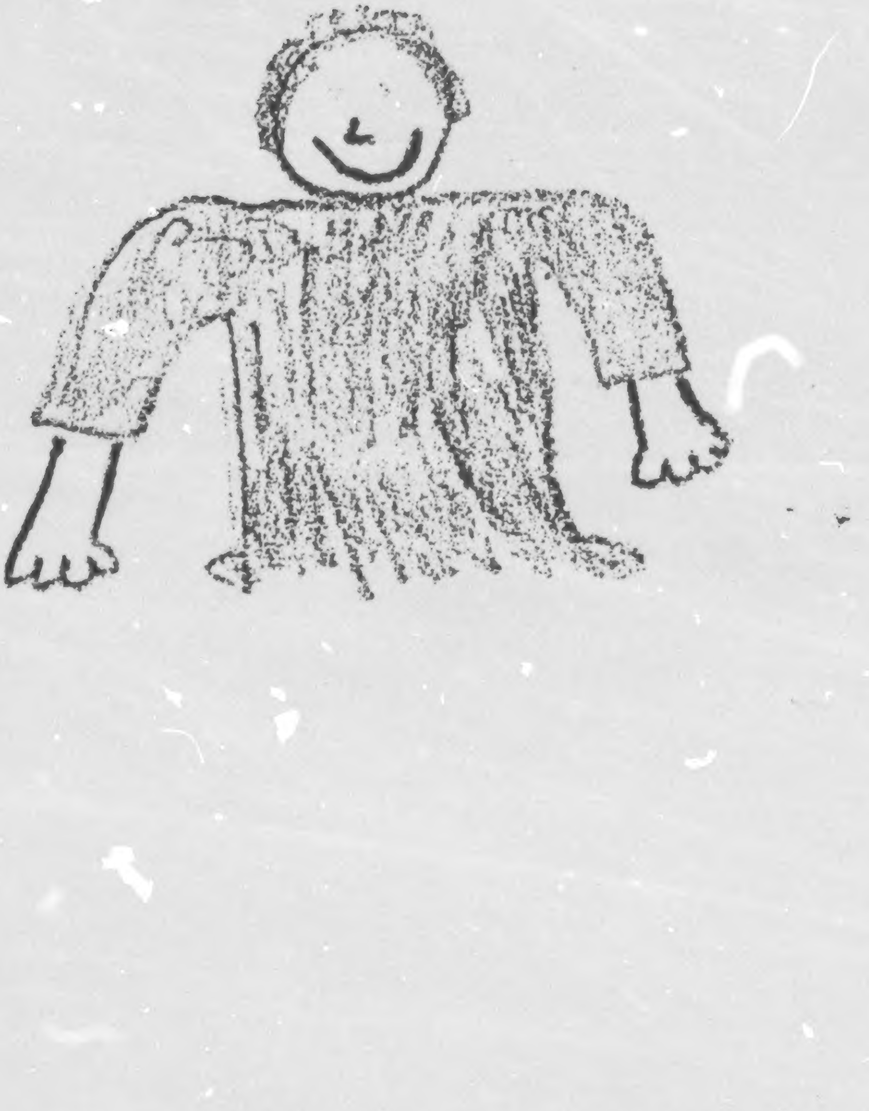


Two weeks later, my football team had a football banquet at Chuck E. Cheese. I got a trophy that had my name on it. My team's name is Pirates. We won six games and lost two games.

My family gave me sixty tokens, so my mom and dad and I played Mrs. Pac Man, Donkey Kong, and Asteroids.

The next day Russell Hickman told everybody that I loved Tina Gay so I was bugged all that day. The next day nobody even thought of it.

Finally I lived happily ever after.



ABOUT THE AUTHOR

My name is Sean. I go to Park Crest. My house is in Garland, Texas.

APPENDIX L

SEAN'S END-OF-SESSION COMMENTS

Session 1
I felt very good today! And I love to right!

Session 2
I felt good and bad I felt good when I got hear and starting to working. I felt bad when Gleen didnt come!

Session 3
I felt good today!

Session 4
I loved it!

Session 5
I didnt like it because Glenn nessed me up on my faboulos picture

Session 6
I like the progress Im making. Because I like to write books.

Session 7
I like it because Im almost done with my 2nd book!
Im glad with the progress Because I like it

Session 8
I started on a new book called Joni Hammond and me.

Session 9
Im almost done with my illstation And Im proud of it.

Session 10
I have did not so good why I dont now! Because I only did one page!

Session 11
I am glad because Im done on my book.

Session 12
Im doing okay now im almost done with my book.

Session 13
I started on a nother book. Because the other one was dumb.

Session 14
Im done with my book and Im proud of it!
Sign,
Sean

Session 15
I started to rewrite a book.

Session 16
I felt good. Because I did another book.

Session 17
Im almost done with my book only a half of a page.

Session 18
I liked it when I got done with my books and I listined to Denay love story Les and the 2 others. I hated it when I had to read it to Mrs. Claytons class and I hated it when we had to lisen to Denays other stupid story Jamie and the which

APPENDIX M

POSTINTERVIEW WITH SEAN

T/R: What kinds of things do you write?

S: Football and how my life is. Things like that.

T/R: When do you write?

S: When I have extra time at school.

T/R: How do you feel about writing?

S: I don't really like to write but I do it a lot.

T/R: What makes a good writer?

S: Being smart. Smart at history. Knowing a lot of things.

T/R: Do you think you are a good writer?

S: No. Well, I do when my writings nice but I don't when it's messy.

T/R: Do you think the things you write are well written? I'm not asking about handwriting.

S: Yes. I would if I knew where all the punctuations and all that go. I'd like my writing.

T/R: What is the hardest thing about writing?

S: Thinking about what to write.

T/R: How do you decide what to write about?

S: I think about what to write and then if it's going to be a real one I think and I have to remember all the things that I did. When I make up an imaginary part I just stop for a while and think about what it could be like, what will the characters be, how they are going to be, what they're going to do and all that. I got the idea for Freaky Horror Show from seeing scary movies and looking at scary books.

T/R: Do you see people write outside of school?

S: Friends write letters after school about who they're going with.

T/R: Is it important to be able to write well?

S: Yes. Because people want to read what it is . . . so they can read it without squinching their eyes.

APPENDIX N

PREINTERVIEW WITH KRISTEN

T/R: How do you feel about writing?

K: (Shrug)

T/R: Do you like to write?

K: Yes.

T/R: What kinds of things do you write?

K: Exciting things. Sometimes I make things up.

T/R: When do you write?

K: When I have time. At home or when I get home from school. Sometimes at school when I get my work done.

T/R: What makes a good writer?

K: You have to think.

T/R: Are you a good writer?

K: I don't know.

T/R: What's the hardest thing about writing?

K: You have to know how to spell the words.

T/R: Do you think it's important to be able to write well?

K: Yes. So someone can read it.

T/R: How do you decide what to write about?

K: From books I've read. Sometimes I imagine.

T/R: Do you see people write outside of school?

K: No.

APPENDIX O

YELLOW DUCKS

ROUGH DRAFT

Yellow Ducks

The ~~dubs~~ ducks are splashing in the puddle. The water runs off their backs. It looks fun. Their feet are webbed to help them ~~to~~ swim. They use ~~there~~ their wings ~~every were~~ where ~~they go~~ to get ~~there~~ where they are going. They have ducklings to take care of too. ~~Their~~ The ducklings skin is soft. The ducks ~~dived~~ dove into the water when they saw it because it was hot that day. They waddled out into the cool water and they felt better. The ducks knew how to quack~~ed~~ and they quacked all daylong because they were happy. ~~And~~ I like ducklings ~~because~~ ~~there~~ they're soft and ~~beafuted~~ beautiful. They aslo love to splash in the water. When they do they get wet to cool ~~there selves~~ themselves off. That looks like fun doing it? They also love to fly high in the sky when they learn to fly. I like them because they are pretty. ~~There~~ Their mother's are pretty too but sometimes ~~there~~ they're mean and ~~pick~~ Peck on you for getting the babies. Thats how they ~~protted~~ protect ~~there~~ their babbies. ~~and~~ The daddy is very very mean. You don't want to try to steal a baby or kill, eat you up. ~~An~~ Thats how they ~~protted~~ Protect ~~there~~ their babbies. ~~An~~ also they ~~do all~~ go out to the pound together all in cause a fox or something ~~thoied~~ tries to ~~atheted~~ attack them ~~soy~~ Their ~~there~~ daddy ~~would~~ gets the ~~eminesss~~ enemies. I think ducklings are cute because their yellow color is pretty and they are nice. They like the water and pounds very much. ~~because~~ When its a hot day they like the water because it cools them off. On a cool day they don't want in the water ~~when its~~

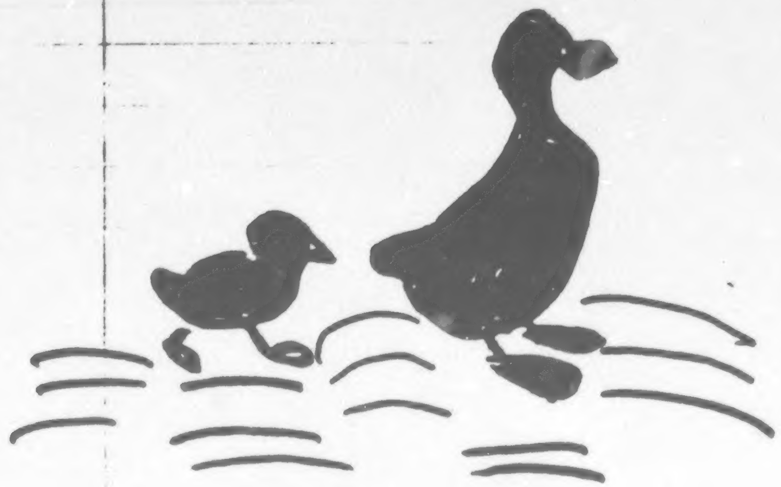
~~cold~~ because the water
~~was~~ s too cool. ~~An~~ Their ~~there~~
mother and daddy will ~~would~~
not let them go out
on their ~~there~~ own. When they
grow up they can could go
out on their ~~there~~ own ~~own~~, because
~~Because~~ they and ~~would~~ be old
enough to take care of
themselves ~~them self~~. They finally findley
e grow up and where big
enough to live by themselves ~~there~~
~~selfs~~. They all lived by themselves ~~did~~. ~~An~~
~~they~~ liked it too and they
all found food. One of
them died. ~~an~~ Her name
was Denay but she came
back to life one day and
the ducklings were happy.
Kristen ~~I~~ was the happiest duckling
of all. Kristen ~~I~~ liked Denay ~~her~~ very
much. Then one day it
rained and scared ~~scared~~ the
ducks away ~~an~~. They ran to their
mother and daddy. ~~an~~ They

1. were happy to see
their ~~their~~ mother and
2. daddy but their parents ~~[illegible]~~
were ~~be~~ happiest ones of all ~~to see~~
3. ~~them.~~ And They liked their ~~these~~
parents very much. ~~an~~
4. They stayed with ~~were~~ their
mother and daddy till
X 5. the parents ~~they~~ died one day. ~~these~~
~~parents died~~ now they were
6. not frighten anymore ~~[illegible] more~~
about rain because their
7. ~~parents~~ had talked to them
about rain and thunder and
8. lighting. they liked the
the rain now. ~~When it~~
X 9. ~~rained but one day~~
Demay died one day Kristen was ~~we all were~~
10. scared. Then one day the duckling ~~we~~
all died ~~and that was the~~
X 11. ~~end~~ of the ducklings then there were no ~~not~~
more ducklings left it was
12. a fun life being ~~a~~
ducklings except ~~but~~ when somethi
X 13. tried to eat the ducklings ~~us~~ up.

Kristen
1. ~~I~~ liked being a duckling.
But ~~I~~ she hated It when ~~my~~ her
parents died. It was ~~toufh~~ tough
~~living~~ being a lone. ~~I~~ Kristen liked ~~it~~
a whole lot.

The End

Kristen Charles



APPENDIX P

YELLOW DUCKS

YELLOW DUCKS

By Kristen Charles

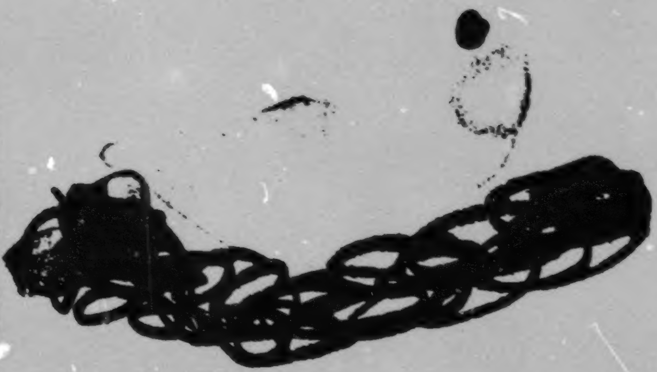
1982

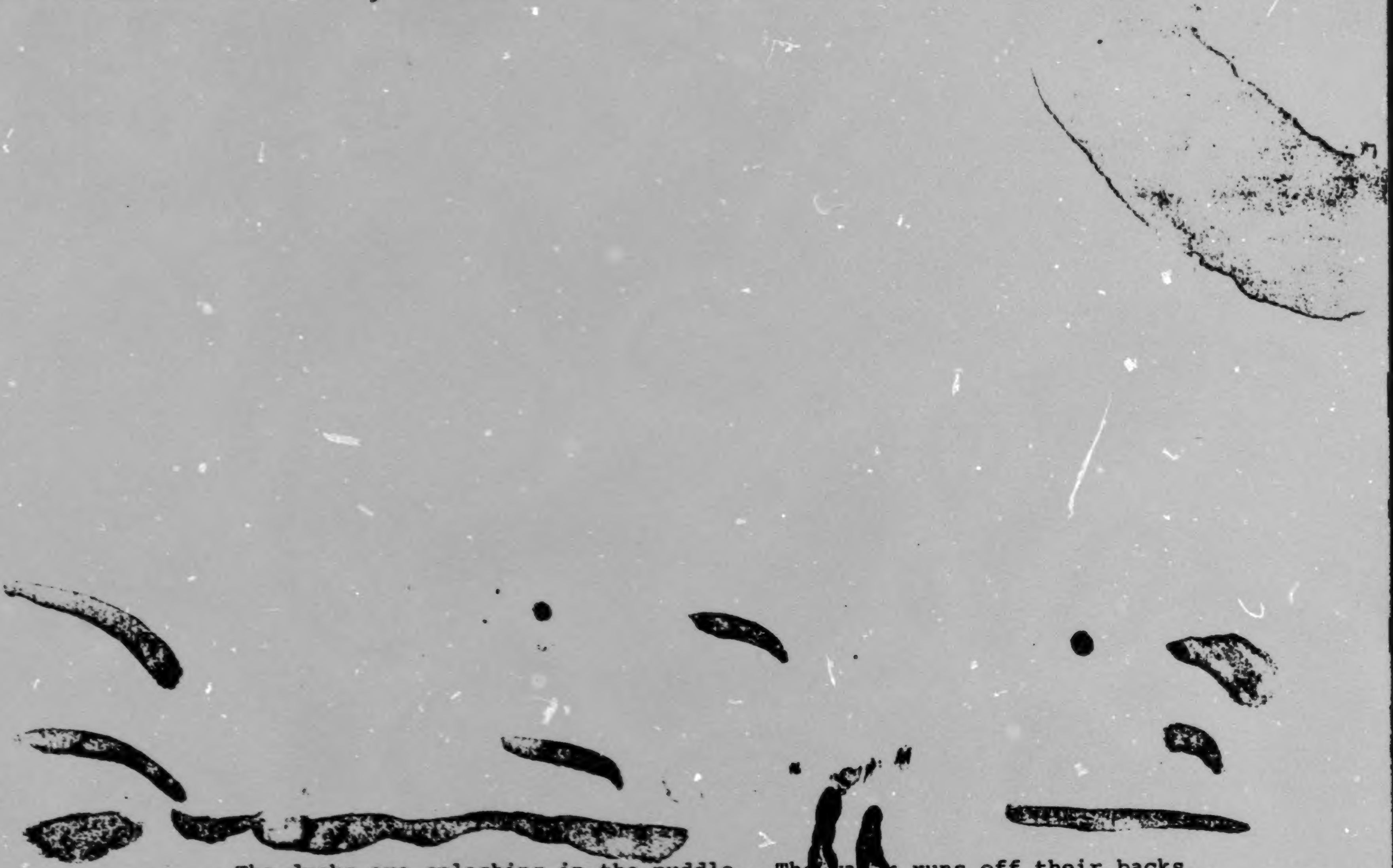
Dedicated to Denay Lewis
and Kathy Bouchard.

ABOUT THE AUTHOR

My name is Kristen Charles. I'm nine years old. I like ducks. That's why I wrote Yellow Ducks.

Denay

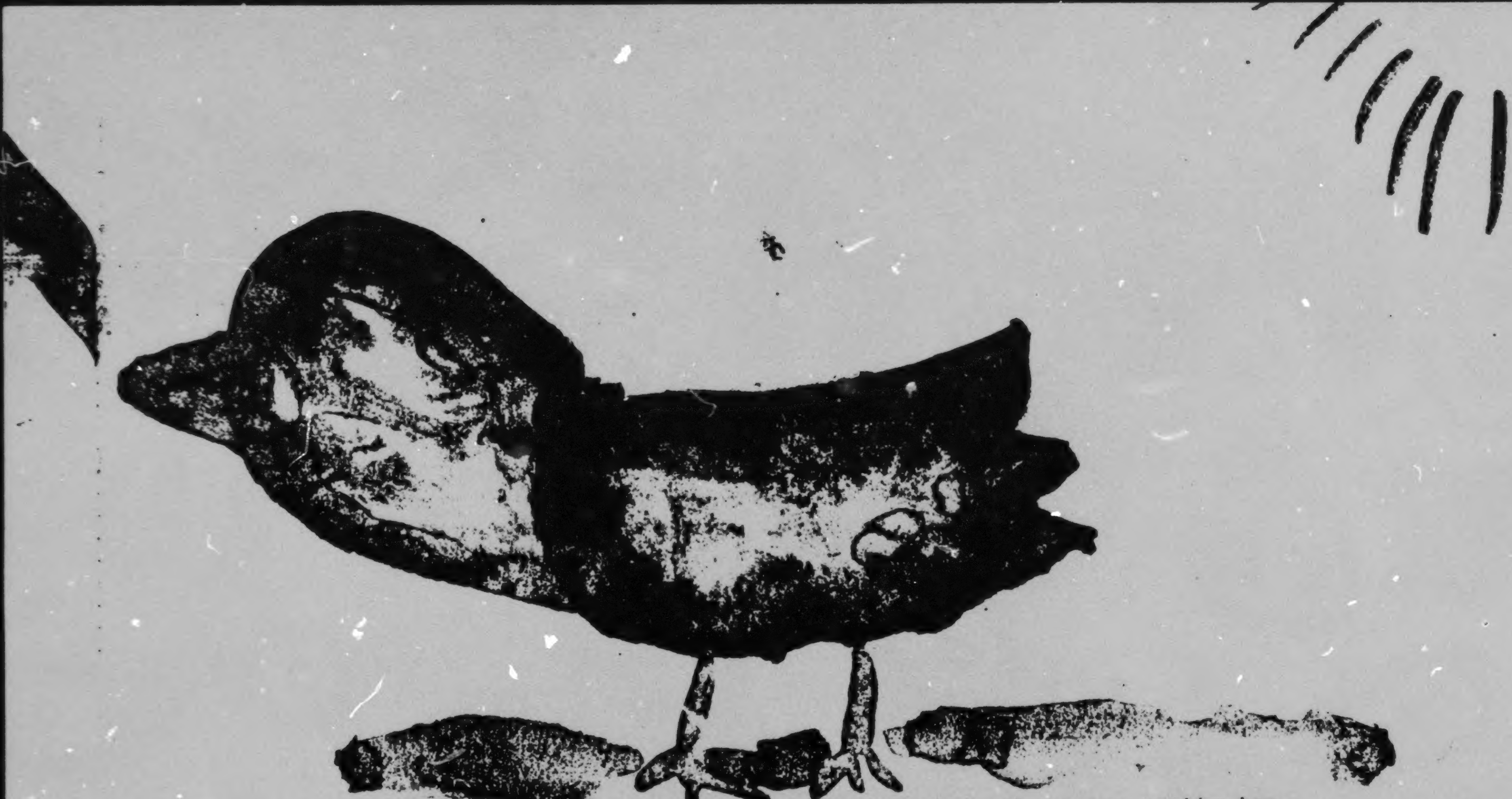




The ducks are splashing in the puddle. The water runs off their backs. it looks fun. Their feet are webbed to help them swim. They use their wings to get where they are going. They have ducklings to take care of too. The ducklings' skin is soft.

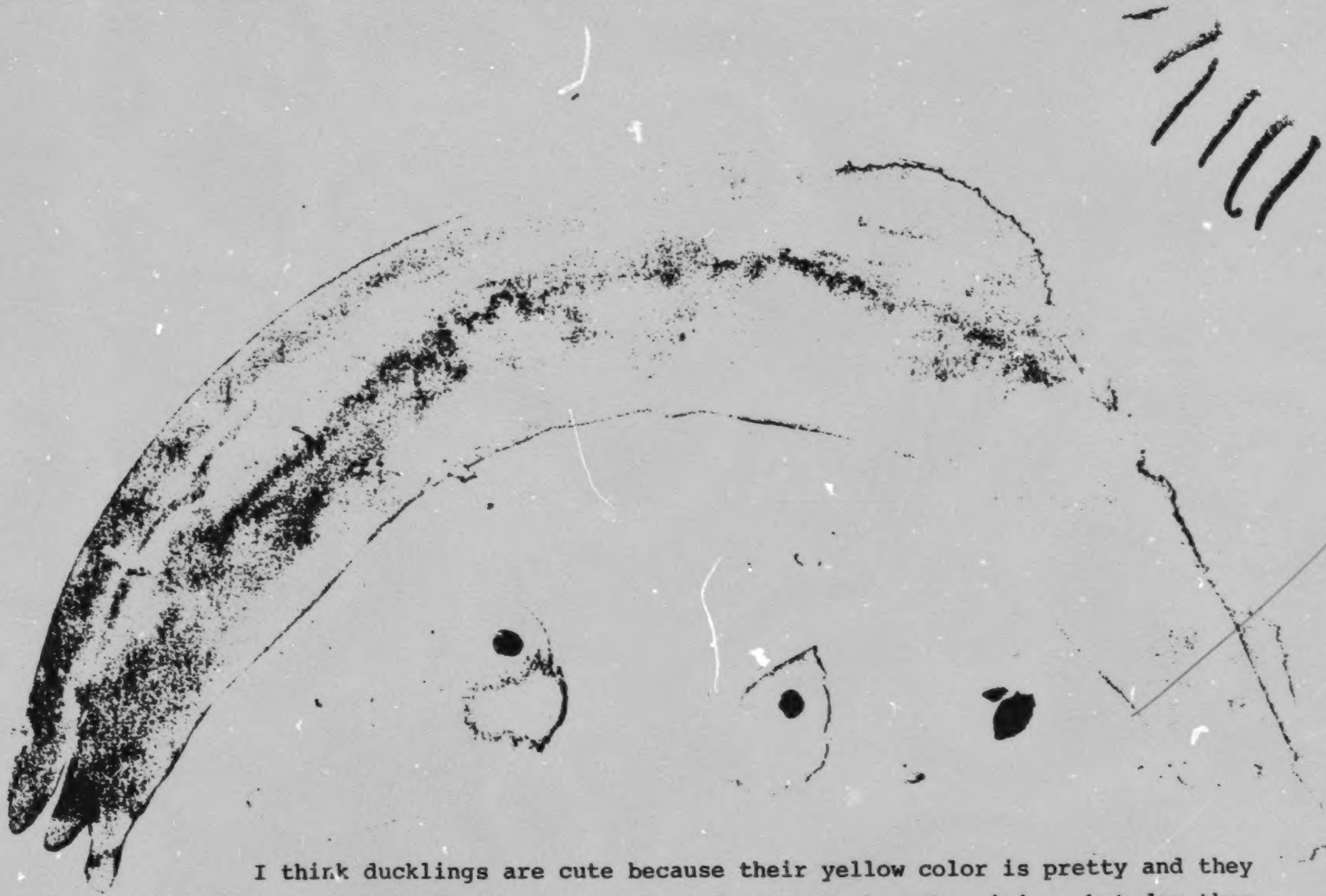
The ducks dove into the water when they saw it because it was hot that day. They waddled out into the cool water and they felt better. The ducks knew how to quack and they quacked all day long because they were happy.

I like ducklings because they're soft and beautiful. They also love to splash in the water. When they do, they get wet to cool themselves off. That looks like fun doesn't it? They also love to fly high in the sky when they learn to fly.

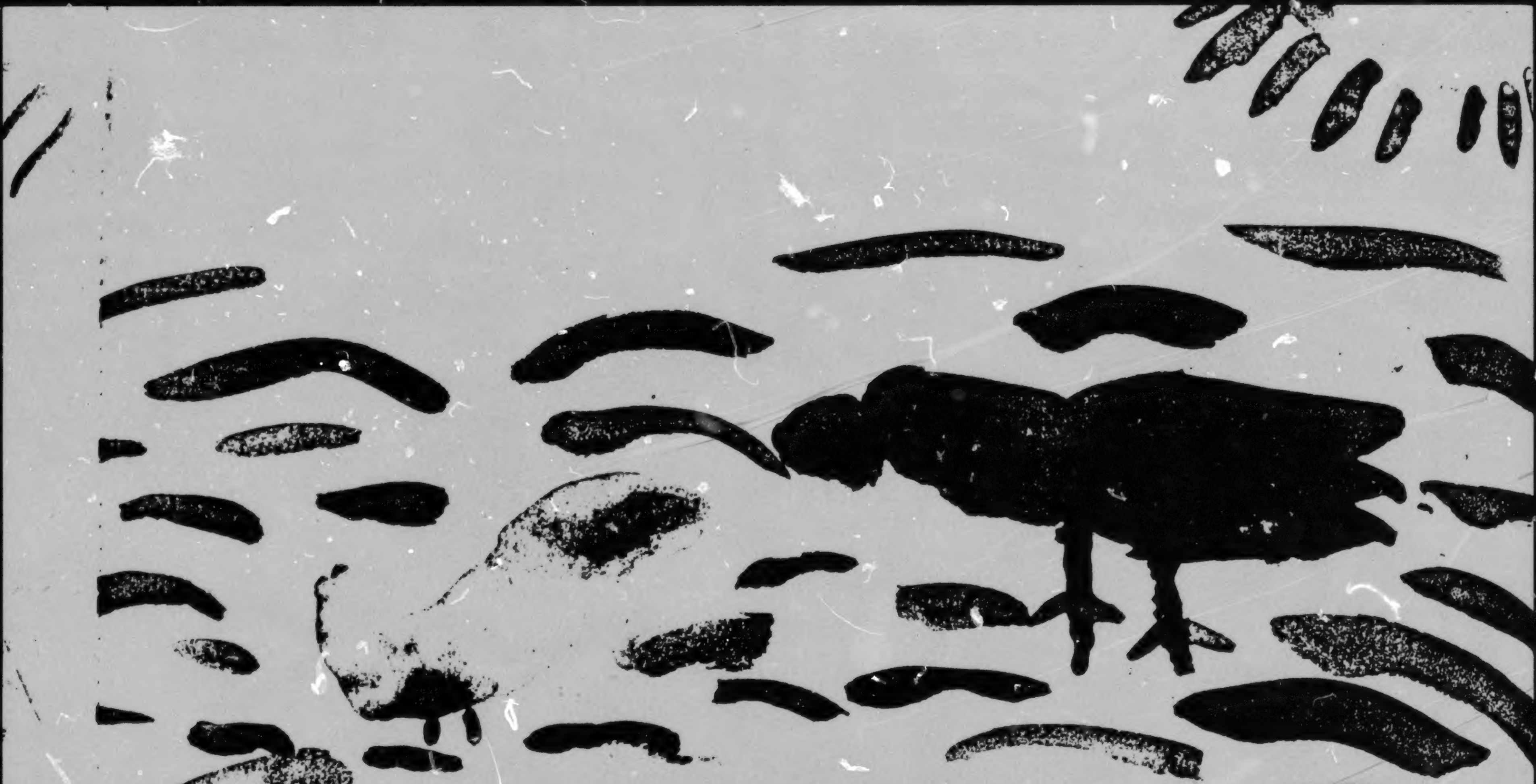


I like them because they are pretty. Their mothers are pretty too, but sometimes they're mean and peck on you for getting the babies. That's how they protect their babies.

The daddy is very, very mean. You don't want to try to steal a baby or he'll eat you up. That's how they protect their babies. They also go out to the pond together in case a fox or something tries to attack them. Their daddy gets the enemies.

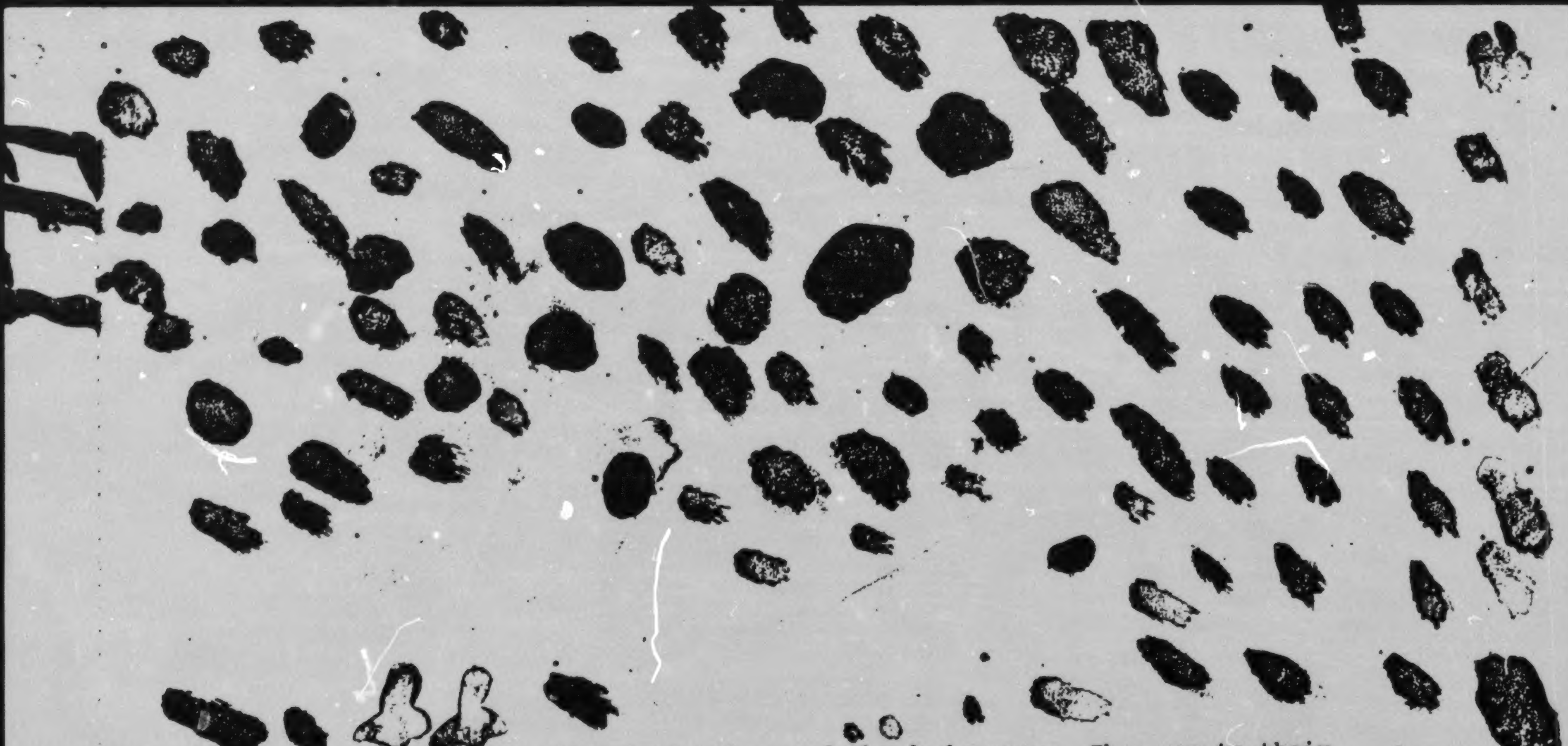


I think ducklings are cute because their yellow color is pretty and they are nice. They like the water and ponds very much. When it's a hot day they like the water because it cools them off. On a cool day they don't want in the water because the water is too cool.



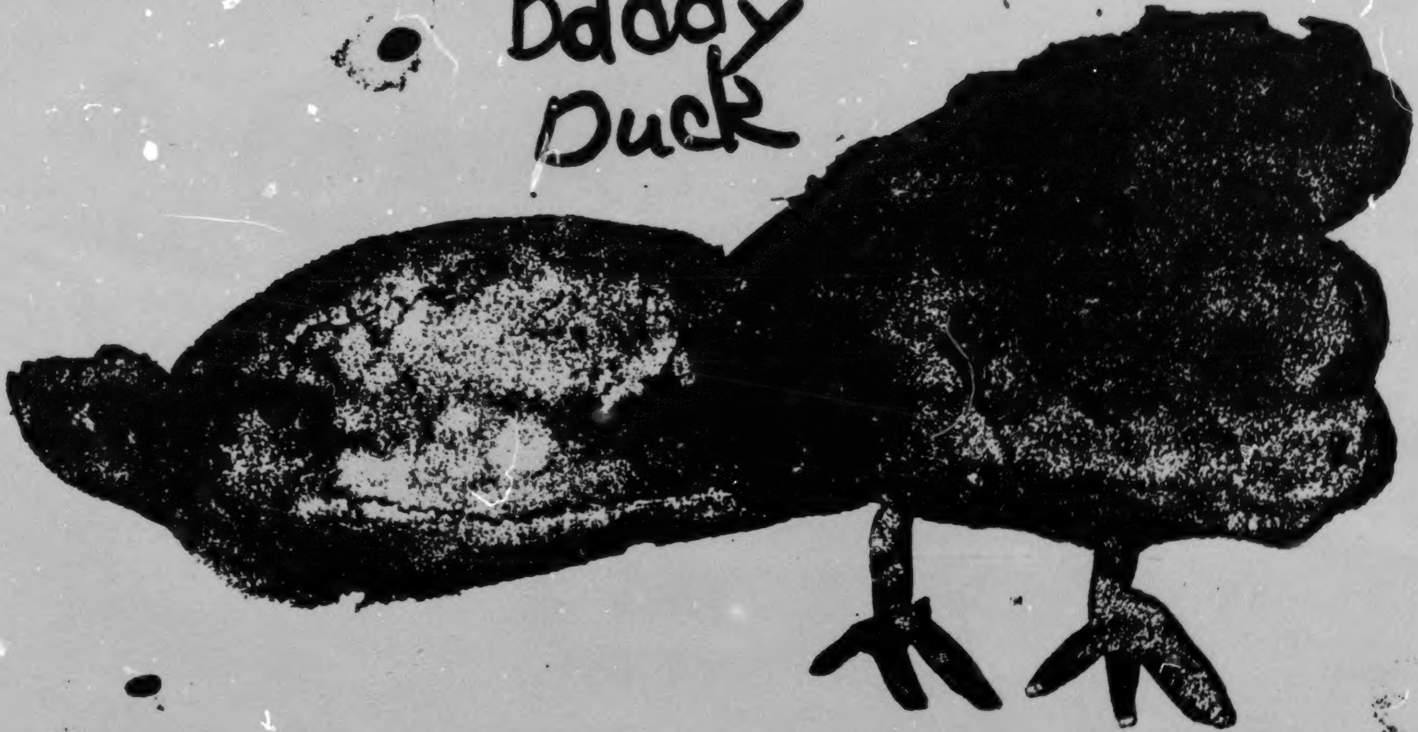
Their mother and daddy will not let them go out on their own. When they grow up they can go out own their own because they are old enough to take care of themselves.

They finally grew up and were big enough to live by thems[illegible] They liked it and they all found food. One of them died. Her name was Denay, but she came back to life one day and the ducklings were happy. Kristen was the happiest duckling of all. Kristen liked Denay very much.

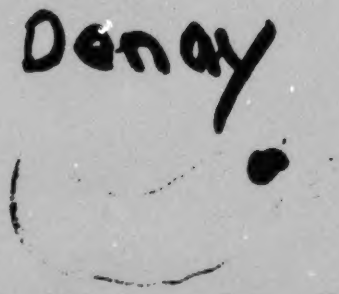


Then one day it rained and scared the ducks away. They ran to their mother and daddy. They were happy to see their mother and daddy, but their parents were the happiest ones of all. They liked their parents very much.

Daddy Duck



They stayed with their mother and daddy till the parents died one day. Now they were not frightened anymore about rain because their parents had talked to them about rain and thunder and lightening. They liked the rain now.



Denay died one day. Kristen was scared. Then one day the ducklings all died. Then there were no more ducklings left. It was a fun life being ducklings except when something tried to eat the ducklings up.

Kristen liked being a duckling, but she hated it when her parents died. It was tough being alone. Kristen liked it a whole lot.

APPENDIX Q

MAGIC MOUNTAIN

ROUGH DRAFT

Dedicated
to all the teachers,

Magic Mountain.

~~One day a little girl~~ ~~[illegible] at a mountain and~~ Then she heard a stange noise. She was scared she called for Help three times. Then she heard ather strange noise agin she was very frighted but it was just the Magic Mountain. She went back home to tell her mom an dad her mother did let her go back but she would have to be careful. She did go back the next day the mountain has disappeared from were it had been she was not scared she just turned her head the other way and it reappeared she called Its Magic Mountain, Help Help! Then she ran home and said, Mother

#10

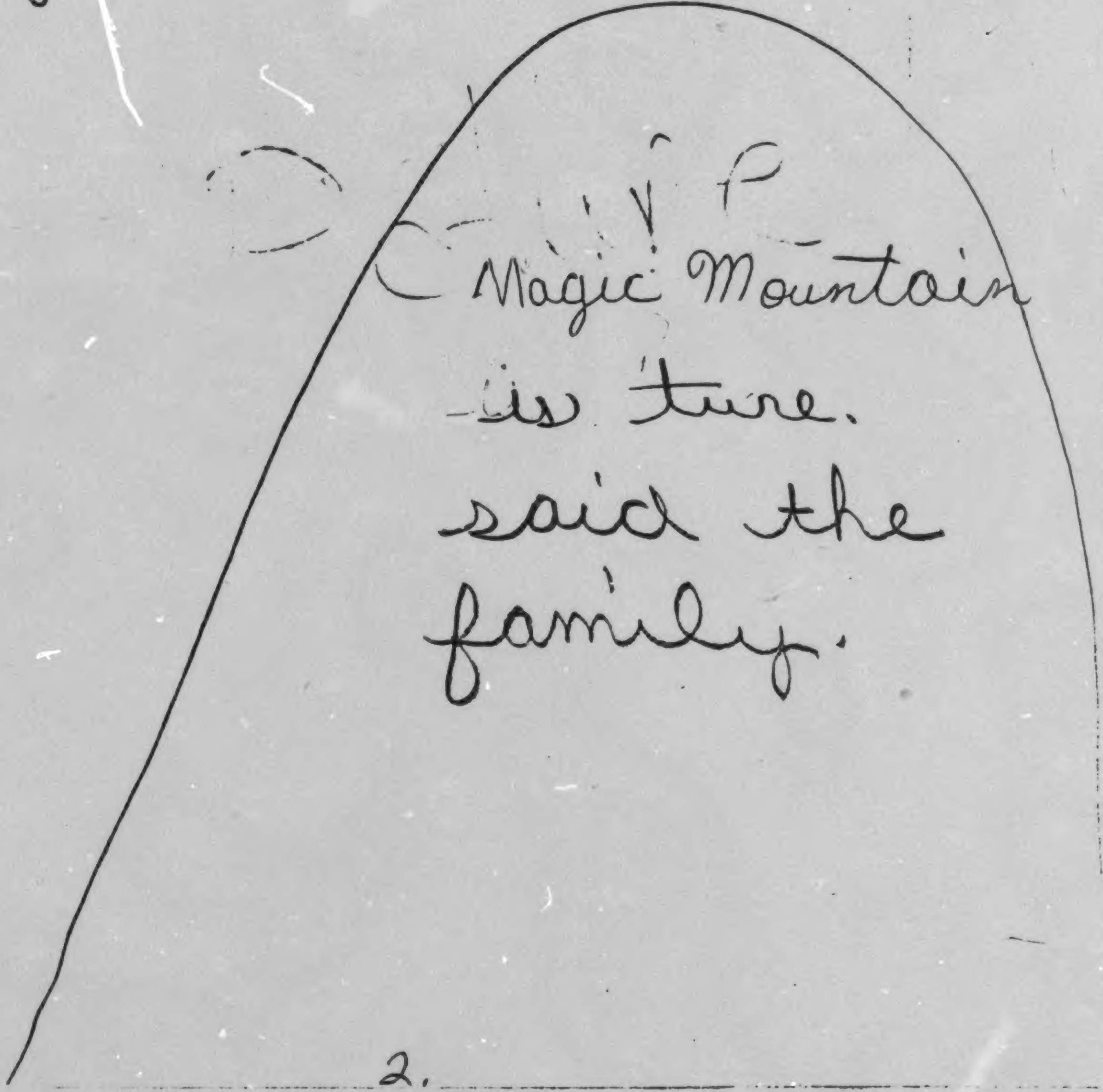
11-19

11-24

12-1

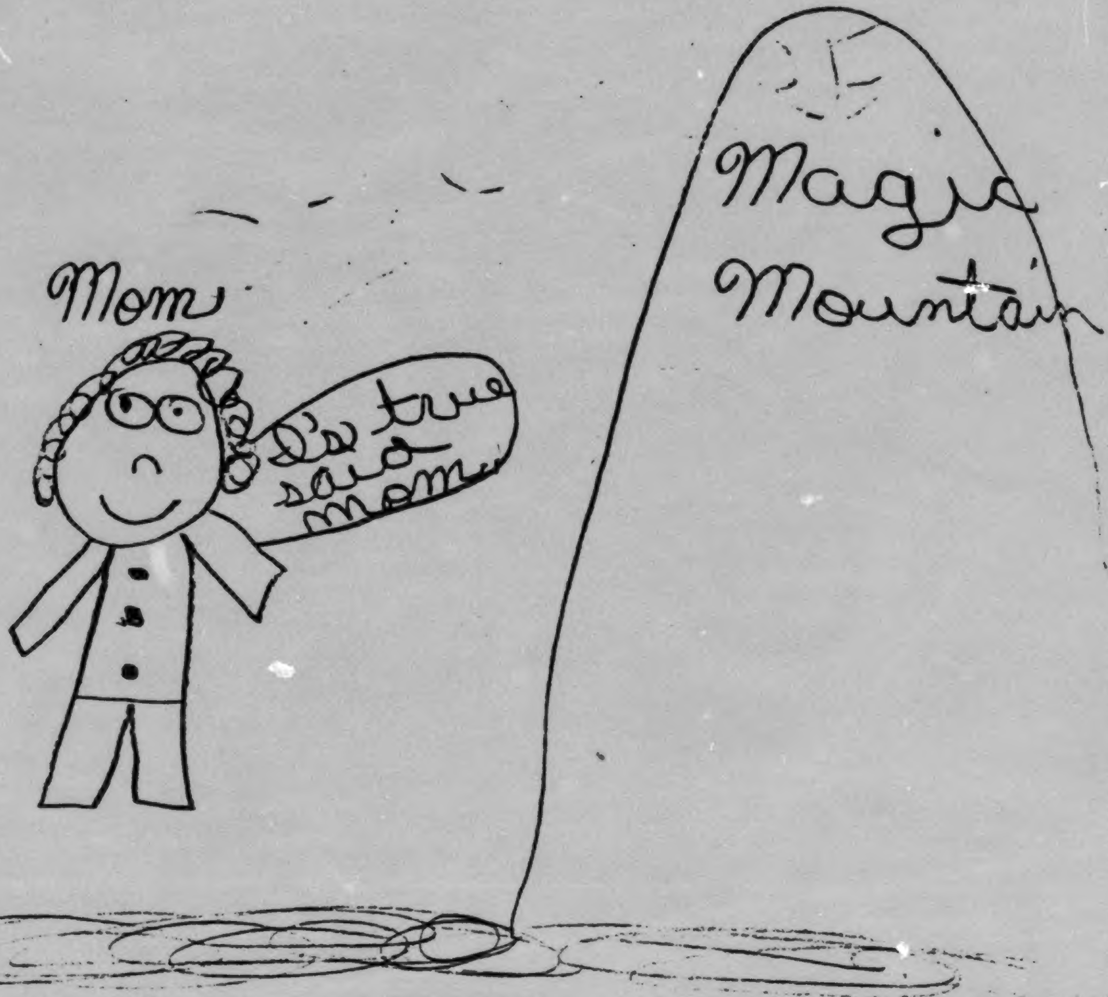
There was a girl named Leslie and she ~~went to a~~ was 12 years old. ~~mountain.~~ ~~Then~~ Leslie heard a strange noise. Leslie was scared. ~~Then~~ Leslie called for Help three times. ~~Then~~ Leslie heard an~~other~~ other strange noise. ~~again~~ Leslie was very frighted but it was just the Magic Mountain. Leslie went back home to tell her mother and daddy. Her mother did let her go back, but she would have to be careful. Leslie did go back the next day. The mountain had disappeared from were it had been. Leslie was not scared she just turned her head the other way and it reappeared. She called it~~s~~ Magic Mountain. "Help Help!" Then Leslie ran home and said, "Mother, I'm home." "Where is ~~it~~ the mountain?" said mother. "It is in California," said Lesile. "It's really close by, mother." Mother that's a Magic Mountain," Her mother said, "Is that true?" "Yes it is true. Come and see it," said ~~the girl~~ . Leslie.

11-29

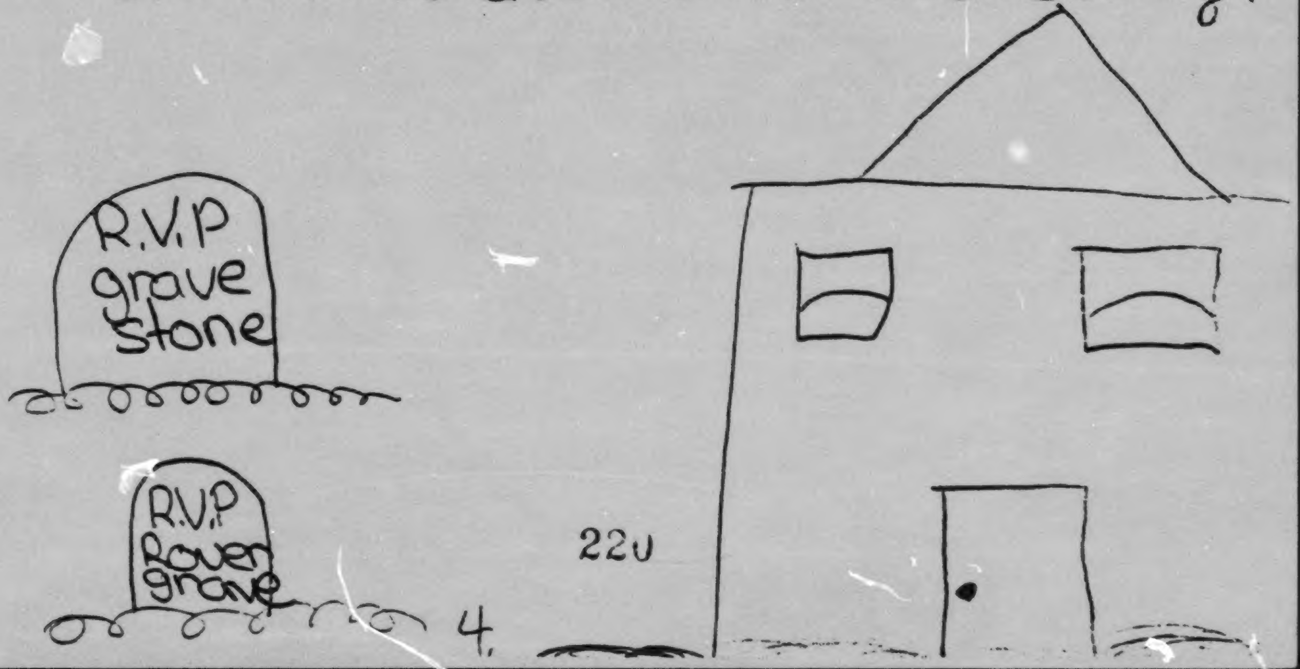


Magic Mountain is ture. said the family.

They went to the Mountain. Her mother said, "It's really" "It's a Magic Mountain."


Mom
It's true said mom.
Magic Mountain

~~Then the little girl~~ Leslie said,
"Now do you belive me?"
~~Then~~ Her mother said,
"Yes, we do believe you."
~~Then the girl~~ Leslie looked
behind here and saw
a grave yard. Then
she said ~~Its~~ over
here, Mother and
Daddy, I found a grave-
yard. You did and its
right next to our
house. ~~The girl~~ Leslie said,
"What will we do?"
"I don't know," said
her mother and daddy.

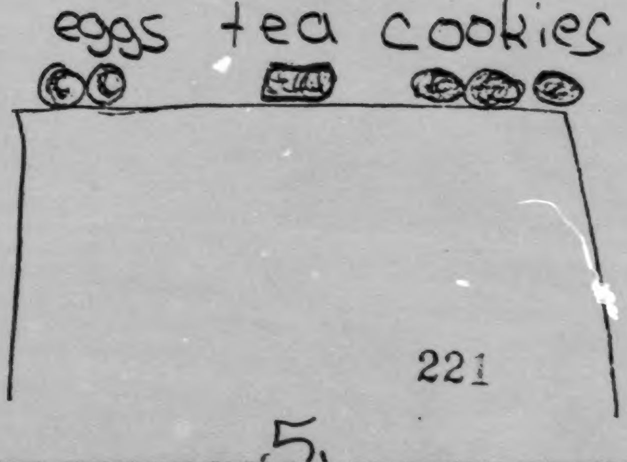


22U

¶
~~Then~~ They went
home and went to
bed, ~~And~~ Nobody
was scared. ~~Then~~
On the moring they
had breakfast, ~~an~~
~~they lived happy~~
~~ever after they~~ n
and ~~they~~ never
thought of the grave-
yard. They lived
happsiley ever after.

The End

11-29



About the Author

I'm Kristen Charles. I'm mine yearsold. I go to Park Crest, Elm. School an its fun writing books.

APPENDIX R

MAGIC MOUNTAIN

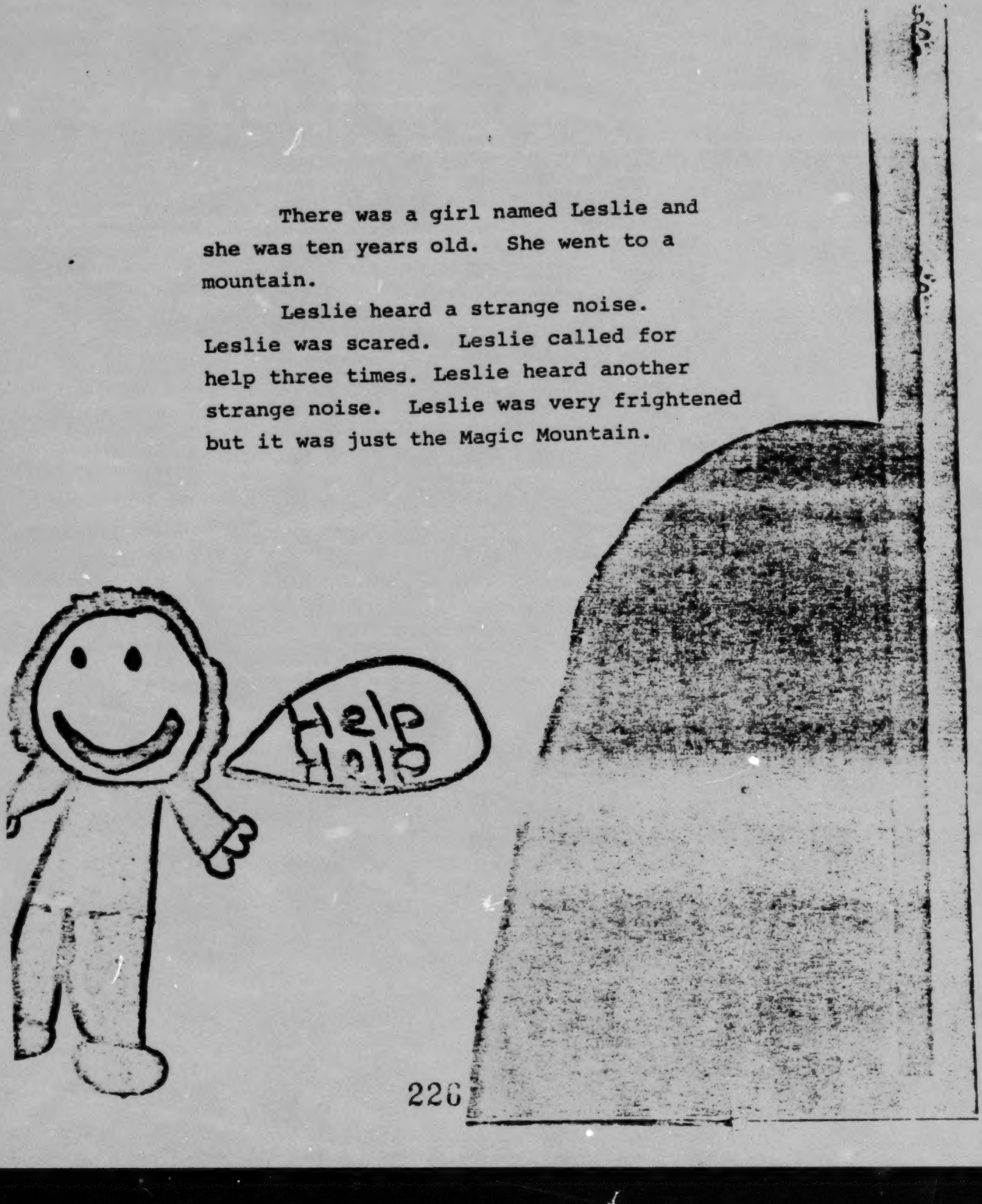
MAGIC MOUNTAIN

By Kristen Charles
1982

Dedicated to all
the teachers.

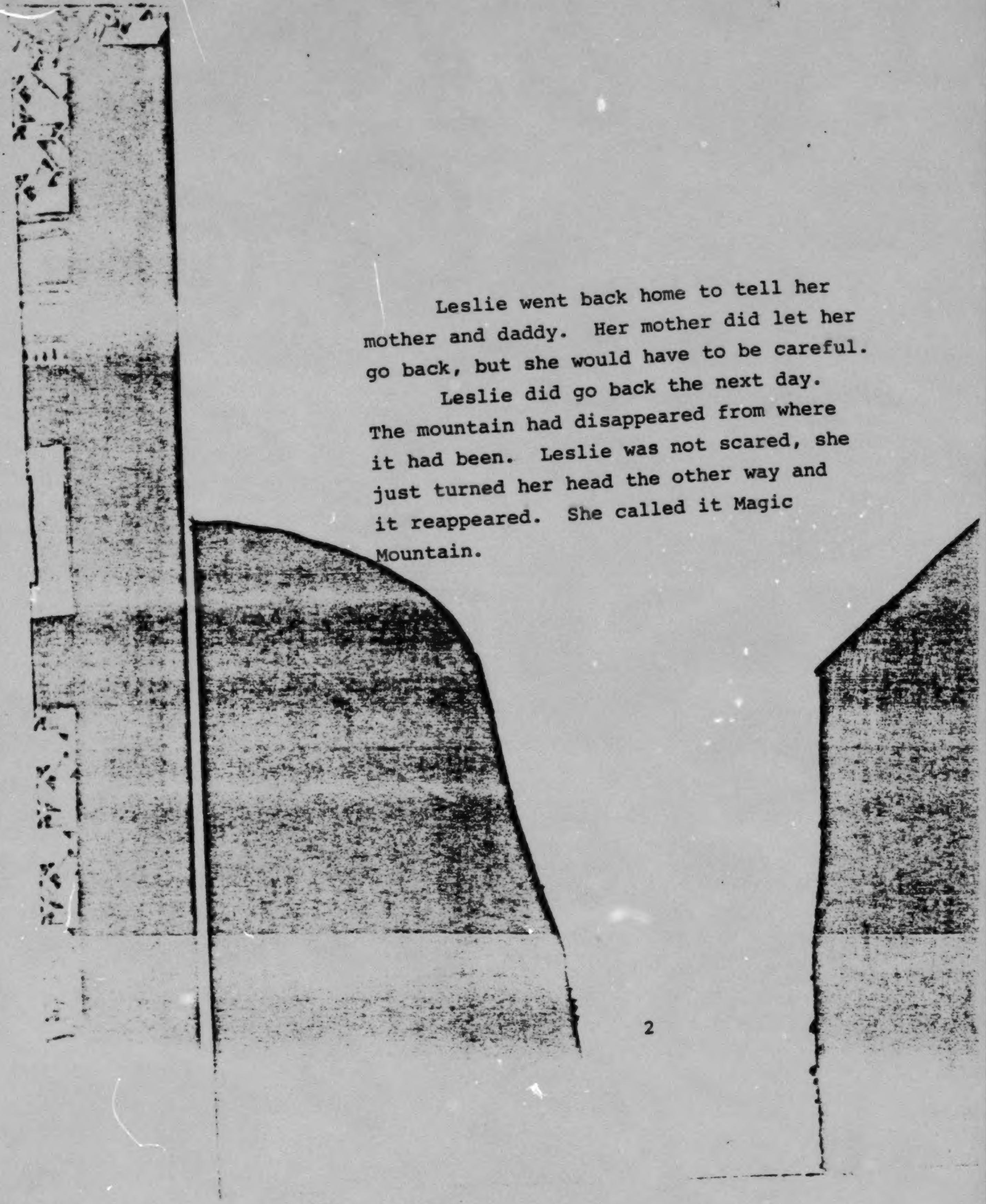
There was a girl named Leslie and she was ten years old. She went to a mountain.

Leslie heard a strange noise. Leslie was scared. Leslie called for help three times. Leslie heard another strange noise. Leslie was very frightened but it was just the Magic Mountain.



Leslie went back home to tell her mother and daddy. Her mother did let her go back, but she would have to be careful.

Leslie did go back the next day. The mountain had disappeared from where it had been. Leslie was not scared, she just turned her head the other way and it reappeared. She called it Magic Mountain.



"Help! Help!"

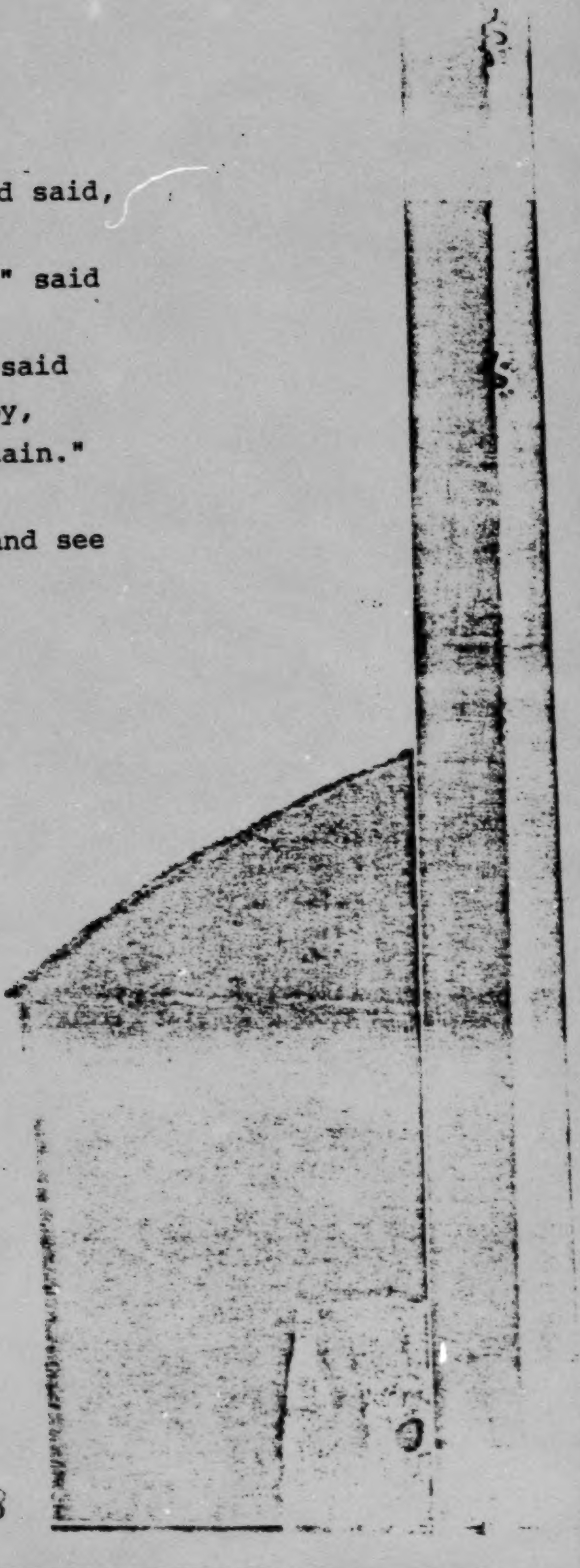
Then Leslie ran home and said, "Mother I'm home."

"Where is the mountain?" said Mother.

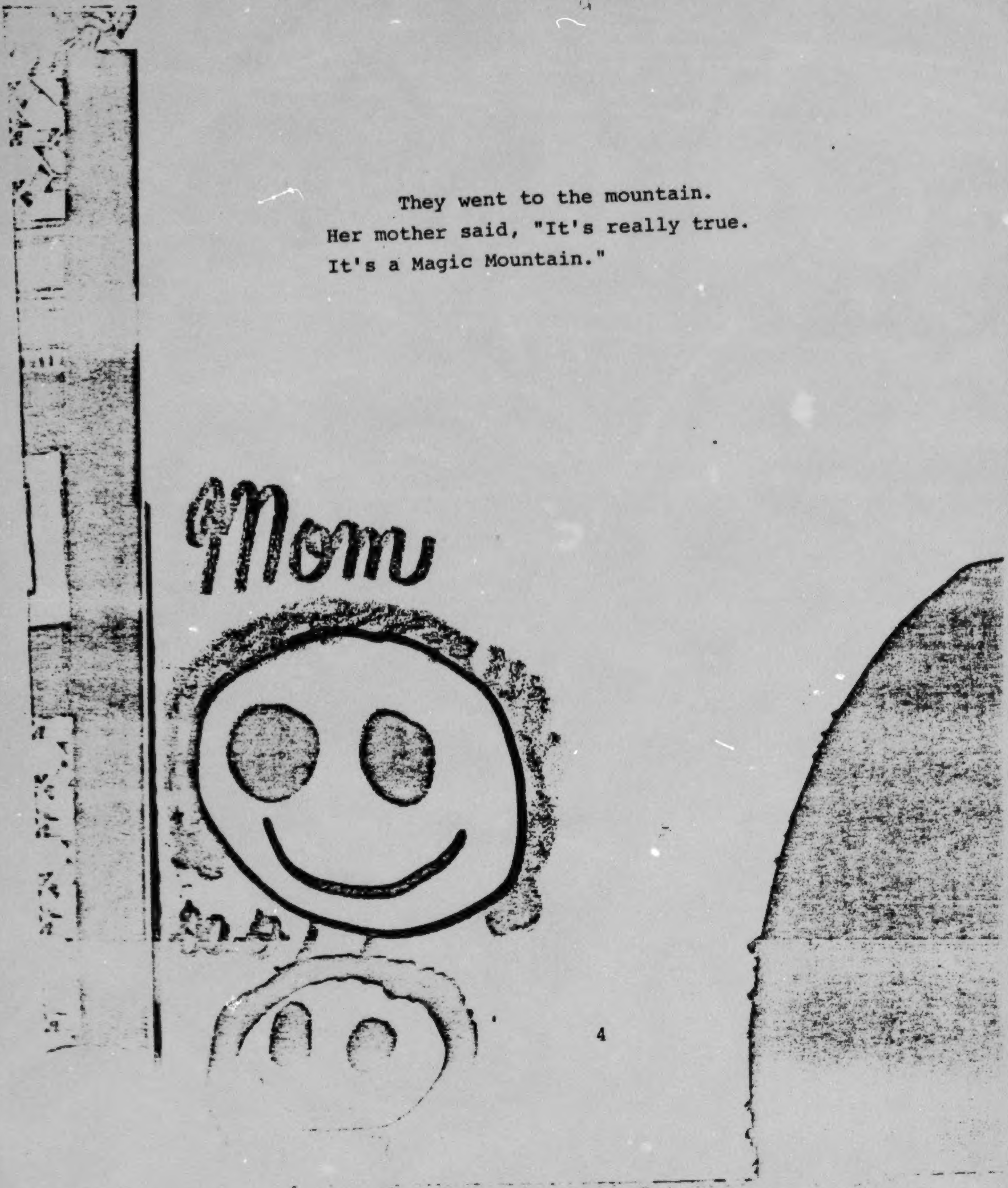
"It is in California," said Leslie. "It's really close by, Mother. That's a Magic Mountain."

"Is that true?"

"Yes it is true. Come and see it," said Leslie.



They went to the mountain.
Her mother said, "It's really true.
It's a Magic Mountain."



Leslie said, "Now do you believe me?"

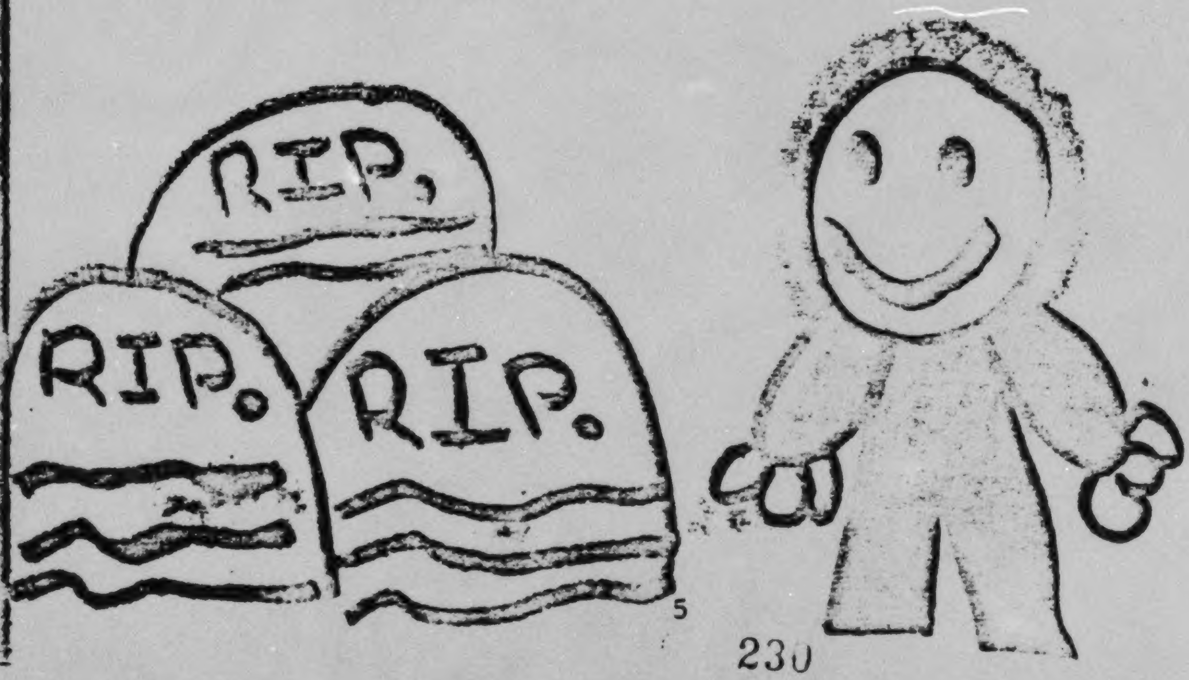
Her mother said, "Yes, we do believe you."

Leslie looked behind her and saw a graveyard. Then she said, "Look over here, Mother and Daddy. I found a graveyard."

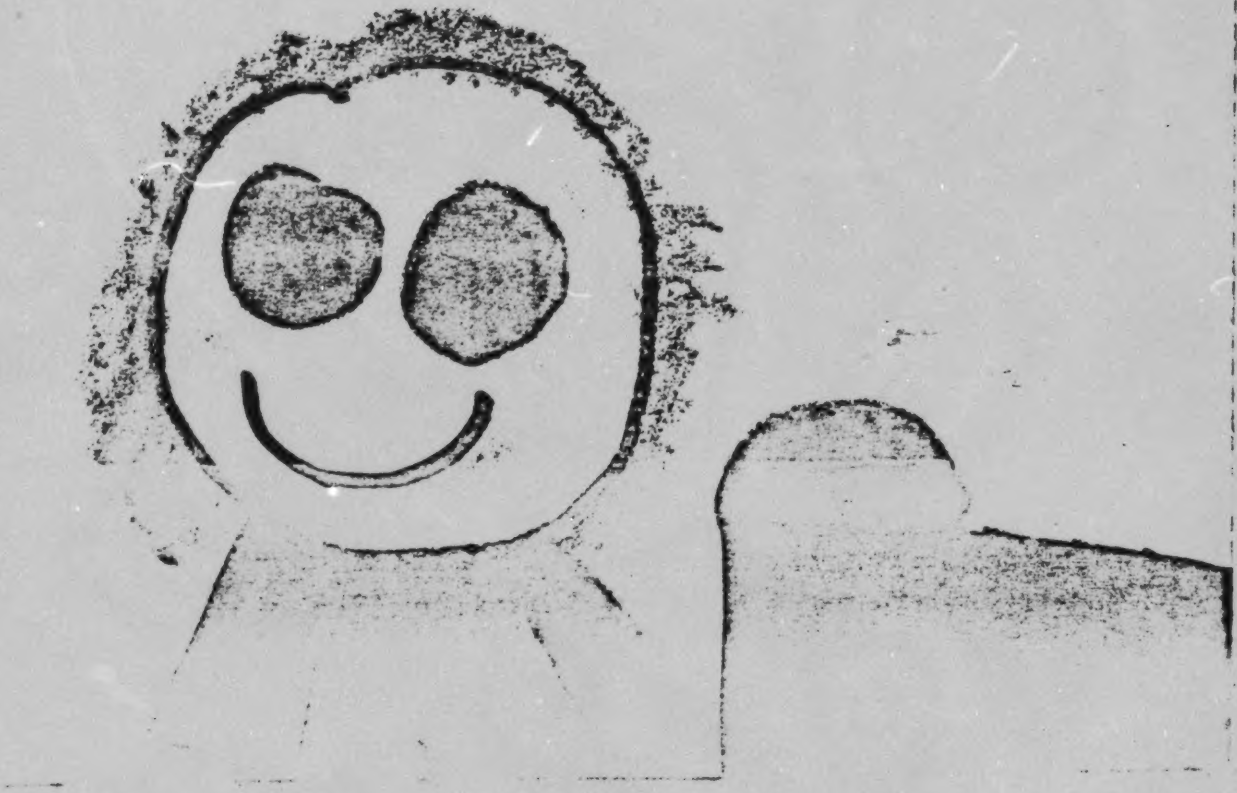
"You did and it's right next to our house," said her mother.

Leslie said, "What will we do?"

"I don't know," said her mother and daddy.



They went home and went to bed. Nobody was scared. In the morning they had breakfast and they never thought of the graveyard. They lived happily ever after.



ABOUT THE AUTHOR

I'm Kristen Charles. I'm nine years old. I go to Park Crest Elementary School and it's fun writing books.

APPENDIX S

KRISTEN'S END-OF-SESSION COMMENTS

Session 1
I felt very good because it starred. An I like it.

Session 2
I like it with Mrs. Bouchard. I'm glad it stared.

Session 3
I like it very much.

Session 4
I liked writting my book Yellow Ducks.

Session 5
I loved it because I like writing books.

Session 6
I like it because I got thore with my book. I'm almost thore with pictures in it.

Session 7
I liked it I wosh she would keep us for the whole year! I'm staring a new book.
Kristen C.

Session 8
(absent)

Session 9
I'm getting though with Yellow Ducks. I love it.

Session 10
I'am starting a new book I like it.

Session 11
I'm starting my other book.

Session 12
I like it is very very much.

Session 13
I like doning it with Mrs. Bouchard she is nice to pick us.

Session 14
I'm finshed with my seond book.

Session 15
I feel fine I'm starring a new book. I like it.
Mrs. Bouchard

Session 16
I'm throw with my book.

Session 17
Will I liked it an I'm glad see picked me.

Session 18
I hade't editoning by book. But I liked writeing my books very much. I really like Mrs. Bouchard

APPENDIX T

POSTINTERVIEW WITH KRISTEN

T/R: What kinds of things do you write?

K: Fun things that children would like to read.

T/R: When do you write?

K: When I have extra time at school and at home.

T/R: How do you feel about writing?

K: I like it.

T/R: What makes a good writer?

K: A good imagination.

T/R: Do you think you are a good writer?

K: Yes, I can think of things.

T/R: What is the hardest thing about writing?

K: When you have to edit it.

T/R: How do you decide what to write about?

K: If I've been to places. You can write about what it was like and what it was about.

T/R: Do you see people write outside of school?

K: No.

T/R: Is it important to be able to write well?

K: Yes, if somebody wants to read it. You have to be able to make good sentences so it will make sense.

T/R: How do you feel about the books you wrote during the workshop?

K: I like them.

APPENDIX U

PREINTERVIEW WITH GLENN

T/R: What kinds of things do you write?

G: I'm writing my own book.

T/R: Oh? Are you writing it at home or at school?

G: At home. It's about me and my brother.

T/R: Do you write anywhere besides at home?

G: Not much unless we get an assignment at school.

T/R: How do you feel about writing?

G: I don't really like it but when I get good ideas for stories I'll write them.

T/R: What makes a good writer?

G: It depends if you write truthful stories or fairy tale stories. Well, I like to watch movies and get ideas from that. Like, I watched the "Waltons" when he saw the Hindenburg and it burned and he had dreams about it and everything and he wrote a book about it. We're reading a book about a boy who's writing a book in my class. Mrs. Clayton is reading it to us.

T/R: Do you think you are a good writer?

G: Not really.

T/R: Why not?

G: I don't know.

T/R: Is there something about your writing that you think should be better?

G: How I put the words.

T/R: What's the hardest thing about writing?

G: Thinking of what you're going to write about.

T/R: Do you think it's important to be able to write well?

G: Yes. Sometimes you get graded on stories. You have to be able to write stories and stuff. . .like reports. And in jobs that you're going to get when you're grown.

T/R: Do you see people write outside of school?

G: Matt and Jeff. I write with them sometimes because we don't have nothing to do at home. Shawn writes a lot of stories at home while he's waiting for me to get home.

T/R: Do you ever see adults write?

G: My mom. She writes stuff for school. She mostly reads but she does write some. Shawn's mom. She's writing a book. It's kind of a big thick book. She's been working on it for two years.

T/R: When does she write?

G: All the time. Last year she wrote it on pages and this year she's typing it.

T/R: You told me that you get ideas about what to write from books and movies. Is there any other way that you get your ideas?

G: Pictures I see. Or from somebody that tells me something that happened or from the news. I watch the news every day.

APPENDIX V

THE HINDENBURG

ROUGH DRAFT

This book is dedicated to Mrs. Clayton, Mrs. Staff, Mrs. Vaughan, Mrs. Hagler, Mrs. Holton, and every one else who helped teach me how to write stories.

The Hindenburg Pic

One afternoon while pop went to get the mail, His son Chris ran out to the door and yelled, "Hey pop, is there anything for me?" ¶ Pop said, "yes, there is something for you." Chris grabbed it out of pop's hand and ran up to his room. He ~~tear~~ tore open the envelope and read the letter. It said, "Dear Walton press, We would like you to come to Charlottetown to see the Hindenburg land and write a column in your paper about it.

Type in letter form.

p. 1

Sinceraly, Windeburg Corp.

Chirs jumped up and down and ran into his brother's room and told him to come to the living room. He told all of the family all at once so he would not have to say it more than once. When his family heard the good news they all gaspd That night they ~~cale~~celebrated.

You see, Chris and his two brothers, named Danny and Eric, have there own newspaper press named Moutain Press. The p. 2

brothers got this name from the mountains that they lived in in Kentucky. Chips was the reporter most of the time, but sometimes Chips would let Eric and Danny report some of the news and all three brothers have their own column in the newspaper.

#P ~~S~~ Finaly Chips got all of his paper and hat and ran to the bus stop. It took about an hour to get to Charlottetown. When Chris got to the bus stop there was a man waiting there for Chibs.

~~So~~ The man and Chris got into the truck and started out to the landing grounds. The man's name was Mr. Harper. Mr. Harper's truck did not go very fast. It took Mr. Harper's truk one hour to get to the landing site. When Chris and Mr. Harper got out of the truk the Hindenburg was in sight.

All of a sudden Chris jumped out of the the truck and started taking notes while the Hindenburg pic

was landing. It was a beau~~tt~~tiful sight to see the giant ballon come down.

¶ Then all of a sudden people started to yell and then... BOOM! The big balloon exploded. People were yelling and jumping out of the Hindenberg. Some were killed from the flames and some were killed from the impact of the fall... Few people were saved from the tumbling ball of fire. Chris was astonished at what was happening. It would take p. 5

men two days to put out the big fire. ¶ Chids was very sad that his favorite blimp went up in flames right before his own eyes ~~Then~~ ¶ Chris turned back to Mr. Harper and asked him to take him back to the bus stop. It took them two hours. - Just to get to the bus stop. Then it took the bus one hour to get back to town. ¶ Chris walked two miles to get home. While he was walking the big ~~acdent~~ accident p.6

went ~~throw~~ through his mind again and again. When he walked in the door his eyes were wide open in astonishment and he walked up stairs and did not even say hello to anyone. ¶ That night he did not come down for supper. When his mom tried to bring his supper to him, She found that the door was locked. ~~St~~ She asked Chris to please unlock the door so she could give him his supper. ~~But~~ When Chris unlocked the door, she found Chris writting a book. Chris's mom asked, "What are you writting about?" ¶ Chris answered, "I am writing about what happend at the landing site." ¶ Chris was still a little weary about what happend, So Chris's mom left Chris to let him eat alone so that he could think

#10

11th

about his writing. ¶ ~~About on~~ Near the 4th page of the first chapter his dad came into Chris's ~~came into his~~ room and asked "Do you want to go up the mountain and cut a few trees for the fire tonight?"

¶ "Okay," said Chris, "Let's go so I can write some More in my book." ¶ So off they went. About two hours later they came back with a truck full of wood and that night they had chicken fried steak and mashed potatoes. Then after supper they had a big fire and sang songs.

Epilogue

¶ Chris finally finished his book about a month later. Chris made a small ~~fountain~~ fortune from his book. Chris got smart and advertised The Hindenburg in his newspaper. His book became very historic. He wrote two more books. One was about life in Kentucky, and the other was about his family. ¶ Chris went on to expand ~~on a~~ his business. ~~But~~ Eric and Danny went on to own their father's business ~~witch~~ which was a lumber mill. ¶ Chris died in 1950 ~~from~~ in an airplane crash.

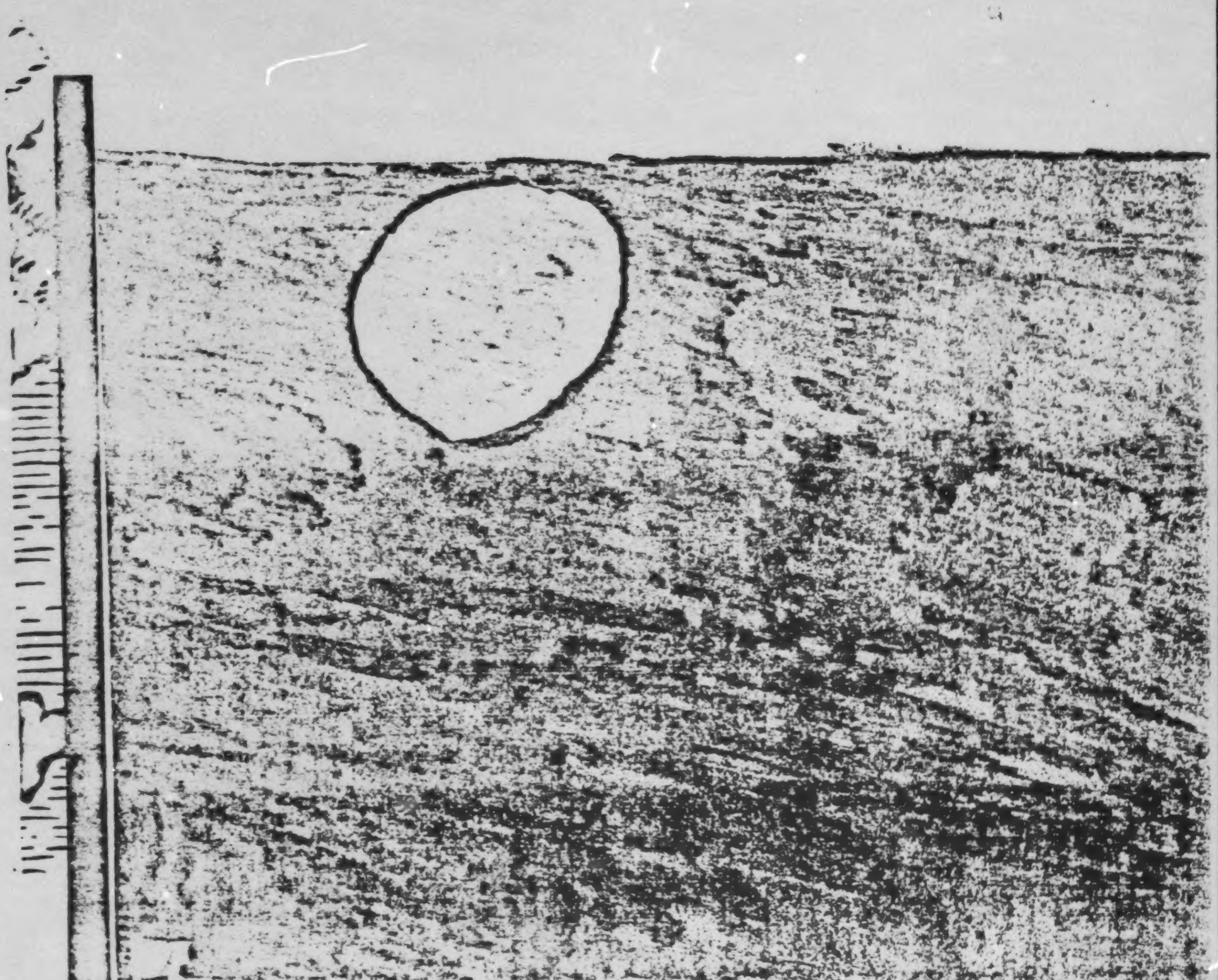
APPENDIX W

THE HINDENBURG

THE HINDENBURG

By Glenn Sesco
1982

This book is dedicated to
Mrs. Clayton, Mrs. Staff,
Mrs. Vaughan, Mrs. Hagler,
Mrs. Holton, and everyone
else who helped teach me
how to write stories.


10

One afternoon while Pop went to get the mail, his son, Cris, ran out to the door and yelled, "Hey, Pop, is there anything for me?"

Pop said, "Yes, there is something for you."

Chris grabbed it out of Pop's hand and ran up to his room. He tore open the envelope and read the letter. It said:

> Dear Walton Press,
>
> We would like you to come to Charlottetown to see the Hindenburg land and write a column in your paper about it.
>
> Sincerely,
> Hindenburg Corp.

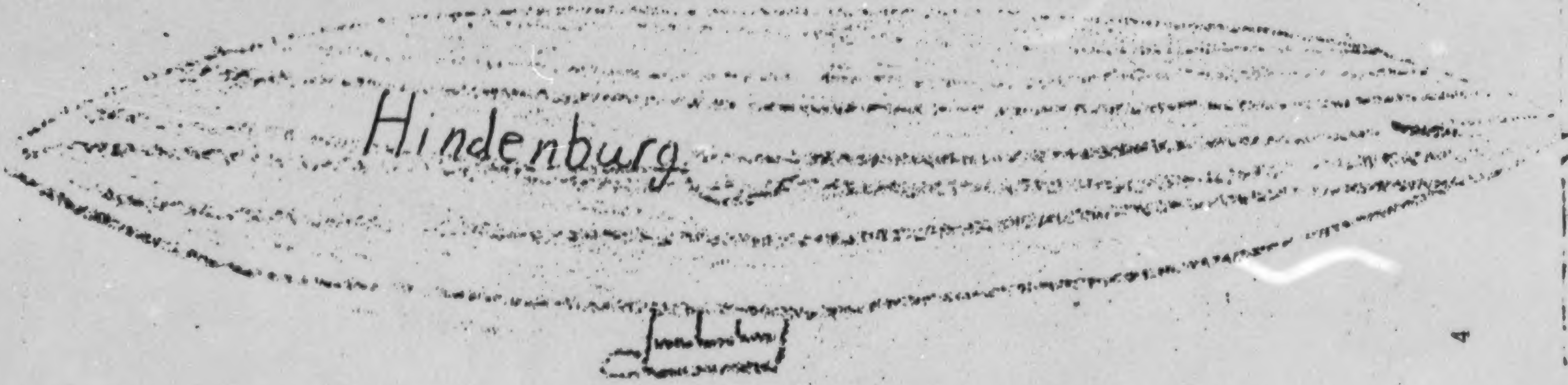
Chris jumped up and down and ran into his brother's room and told him to come to the living room. He told all of the family all at once so he would not have to say it more than once. When his family heard the good news they all gasped. That night they celebrated.

You see, Chris and his two brothers, named Danny and Eric, have their own newspaper press named Mountain Press. The brothers got this name from the mountains that they lived in in Kentucky. Chris was the reporter most of the time, but sometimes Chris would let Eric and Danny report some of the news and all three brothers have their own column in the newspaper.

Finally, Chris got all of his paper and hat and ran to the bus stop. It took about an hour to get to Charlottetown. When Chris got to the bus stop there was a man waiting there for Chris.

The man and Chris got into the truck and started out to the landing grounds. The man's name was Mr. Harper. Mr. Harper's truck did not go very fast. It took Mr. Harper's truck one hour to get to the landing site. When Chris and Mr. Harper got out of the truck the Hindenburg was in sight.

All of a sudden Chris jumped out of the truck and started taking notes while the Hindenburg was landing. It was a beautiful sight to see the giant balloon come down.


Hindenburg

Then all of a sudden people started to yell and then . . . . BOOM! The big balloon exploded. People were yelling and jumping out of the Hindenburg. Some were killed from the flames and some were killed from the impact of the fall. Few people were saved from the tumbling ball of fire. Chris was astonished at what was happening. It would take the men two days to put out the big fire.

Chris was very sad that his favorite blimp went up in flames right before his own eyes.

Chris turned back to Mr. Harper and asked him to take him back to the bus stop. It took them two hours just to get to the bus stop. Then it took the bus one hour to get back to town.

Chris walked two miles to get home. While he was walking the big accident went through his mind again and again. When he walked in the door his eyes were wide open in astonishment and he walked upstairs and did not even say hello to anyone.

That night he did not come down for supper. When his mom tried to bring his supper to him, she found that the door was locked. She asked Chris to please unlock the door so she could give him his supper. When Chris unlocked the door she found Chris writing a book. Chris's mom asked, "What are you writing about?'

Chris answered, "I am writing about what happened at the landing site."

Chris was still a little weary about what happened, so Chris's mom left Chris to let him eat alone so that he could think about his writing.

Near the fourth page of the first chapter, his dad came into Chris's room and asked, "Do you want to go up the mountain and cut a few trees for the fire tonight?"

"Okay," said Chris. "Let's go so I can write some more in my book."

So off they went. About two hours later they came back with a truck full of wood and that night they had chicken-fried steak and mashed potatoes. Then after supper, they had a big fire and sang songs.

Epilogue

Chris finally finished his book about a month later. Chris made a small fortune from his book. Chris got smart and advertised The Hindenburg in his newspaper. His book became very historic. He wrote two more books. One was about life in Kentucky, and the other was about his family.

Chris went on to expand his business. Eric and Danny went on to own their father's business which was a lumber mill.

Chris died in 1950 in an airplane crash.

APPENDIX X

GLENN'S END-OF-SESSION COMMENTS

Session 1
I got this idea from a T.V.

Session 2
(absent)

Session 3
I feel that my story will be a very long book.

Session 4
(no comment)

Session 5
I did like writing today because me and Sean laughed at Kristen's picture.

Session 6
I fell that I am not making much progress

Session 7
I didn't make much progress because I did not have much to write about.

Session 8
When my book is finesed it will not be very long.

Session 9
I have started not skiping lines I think that will make the story longer.

Session 10
I am going to dedicate my book to Mrs. Clayton, Mrs. Staff, Mrs. Vaughan, and Mrs. Holton and everyone alse that tought me how to write stories.

Session 11
My mom say's that I should be throuh with my story.

Session 12
I fell that I want my pictures like Denay's and I have found my cover.

Session 13
Do you think I will have time to write another book?

Session 14
If our books are not finhesd on time how will we finsh them?

Session 15
I think my mom wants me to finesh my book at home.

Session 16
I did not think I would make that many mistakes.

Session 17
I think I can finish my picture.

Session 18
Over all I think this is a very good expereince for me.

APPENDIX Y

POSTINTERVIEW WITH GLENN

T/R: What kinds of things do you write?

G: I write about things that are. . .like if I hear an article on the news I'll kind of think in my mind and think of different characters besides the ones that were in it. I just make a story of what happened and I make a lot of changes. I don't just copy it.

T/R: When do you write?

G: At school when I'm through with my work or at home after my homework.

T/R: How do you feel about writing?

G: I enjoy it but it's not my favorite thing.

T/R: What makes a good writer?

G: Well it depends. If you were writing a true story you would need to be able to find out a lot of information about what you're writing about. If you're doing fiction you have to have a good imagination of what to write.

T/R: Do you think you are a good writer?

G: Okay. We read our books in reading class and Mrs. Clayton enjoyed mine a lot. I think I'm a good writer. I don't know about some people, but I do.

T/R: What is the hardest thing about writing?

G: Probably writing what you've done. Used to I'd just try to think of something. The first day here I was sitting there thinking, "What am I going to write about?"

T/R: How do you decide what to write about?

G: Something will come into my mind. I keep on thinking but I'll remember it.

T/R: Do you see people write outside of school?

G: My friend across the street who is writing a book. My friend, Eric. He's writing a book about track.

T/R: Is it important to be able to write well?

G: Yes. When you grow up you have jobs. Like, I'm going to be a lawyer when I grow up and I have to be able to write down all the information that he gives me so I can help him. I have to be able to summarize what he gives me and kind of write a story about what happened.

T/R: How do you feel about the book you wrote during the workshop?

G: I like it a lot. I've got to clean out my bookcase today. Then I can put it in there. I'm going to let my dad and everybody read it.

APPENDIX Z

PREINTERVIEW WITH DENAY

T/R: What kinds of things do you write?

D: Sometimes I just write about what I've done. Sometimes I write about my teachers.

T/R: When do you write?

D: Sometimes at night. Sometimes when I get all my work done at school I write.

T/R: How do you feel about writing?

D: I like to write. It's fun.

T/R: Do you have any ideas about what makes a good writer?

D: I think a writer should be neat because if you write sloppy, no one can read it.

T/R: Do you think you are a good writer?

D: Well, yes and no. Kristen says I write good stories but I don't think so.

T/R: What is the hardest thing about writing?

D: Well, last year it was going back and copying it over when I finished. I didn't understand all of the corrections.

T/R: Is that still the hardest thing for you?

D: No.

T/R: Is there anything hard about writing for you now?

D: No.

T/R: How do you decide what to write about?

D: I think about what season it is or what holiday it is. If there isn't a season or holiday, I think of something else.

T/R: Do you think it is important to be able to write well?

D: Yes. I've read some boring books and I think it's best to put what you think down.

T/R: Do you see people write outside of school?

D: No.

T/R: Do you see any adults write?

D: Not really.

APPENDIX AA

JAMIE AND THE WITCH

ROUGH DRAFT

Jamie And The Witch

Ded. To
Michele H.
and Kristen
Charles.

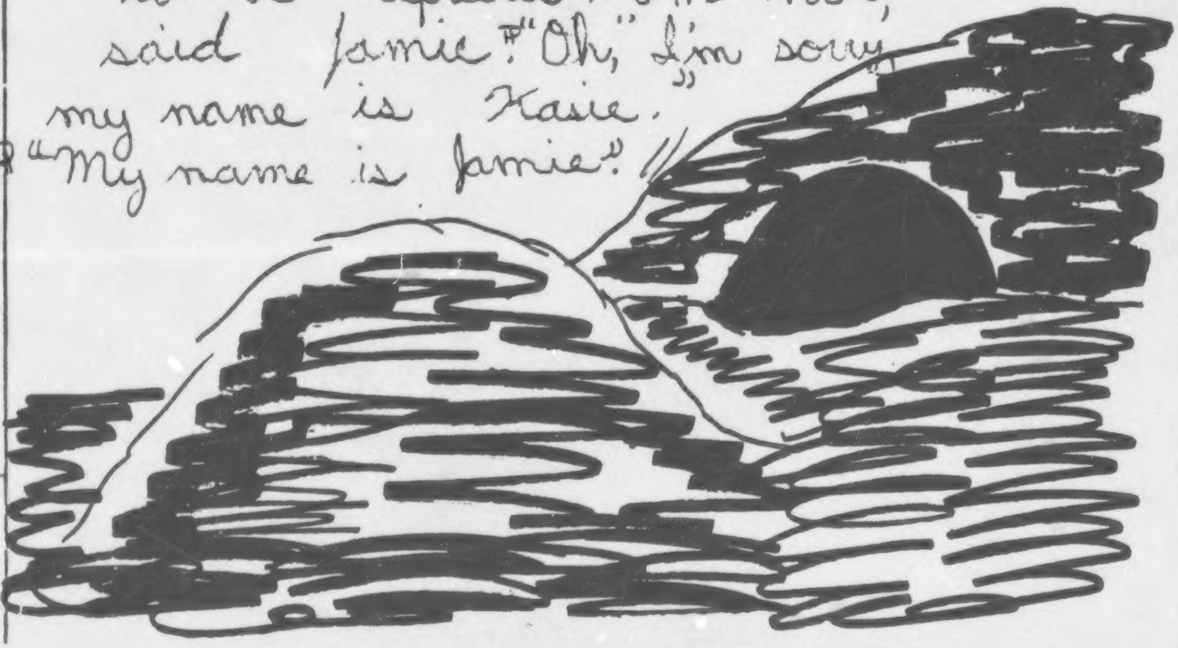
¶"Mom, Im home!" ¶"Alright," dear, set your stuff down.

¶"Mom, Im going to Magic Mountian". ¶"Alright, but be home soon."

¶"Okay! Bye!" ¶So Jamie started up the mountain. Soon she saw a cave and she saw a dark shadow. "Hah, Hah!" said a voice in the cave. ¶Jamie screamed loudly! She walked closer. Soonshe saw a little girl dressed in black. "Hi," said the little girl.

¶"Hi," Jamie said. ¶"~~Know~~ No need to be afraid." ¶"I'm not," said Jamie. ¶"Oh," I'm sorry, my name is Kasie."

¶"My name is Jamie."



¶ "This is my house," said Kasie. ¶ "Well, I live below the hill," she said ¶ Jamie is very short. She has blond hair and blue eyes. She were's a pointed hat. ¶ "You sure are lucky," said Jamie."

¶ "Why me?" said Kasie,

¶ "I dont know," said Jamie.

¶ Kasie said that they were going to make stew at Jamie's house while her mom was gone. Jamie ran to the store and got the ingredients. And it was:

1 tree
3 plants
2 hats

The ladie in the store was very shocked."

Jamie ran back home to meet Kasie. Jamie had to cross this old scary graveyard.

This dead man was lying in front of Jamie. Jamie screamed, She jumped over all of the grave-stones till she got to her house. Kasie said that it wasn't very clever to go across the graveyard.

Jamie told her about the dead man. And Kasie said that ~~the~~ they could use ~~it~~ the body and make some money off of it. Because if ~~we~~ they showed it ~~to~~ to the police he could find the murderer so Jamie and Kasie went back but the man was not there. So they decided that they would go back at midnight. At midnight they got dressed up so no one would recanize them. Then Kasie saw something in the tree it was the man! They took him back to the police station to Captin Misten. They got rewarded.

So Jamie went home and and put the money in her jewelry box. Her mom asked what Jamie put in there. Jamie said, "Oh, nothing."

About the Author.

I live in Garland Texas. I am ten. I have a friend named Kristen.

APPENDIX BB

JAMIE AND THE WITCH

JAMIE
AND
THE
WITCH

By Denay Lewis
1982

Dedicated to Michelle Hall
and Kristen Charles.

"Mom, I'm home!"

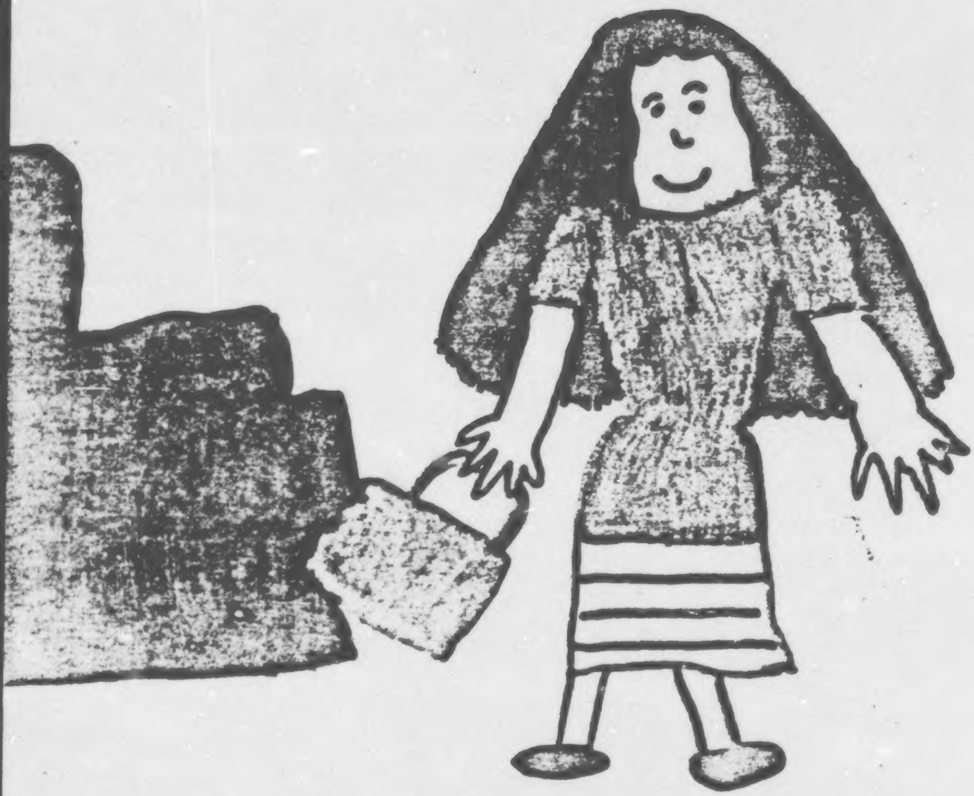
"Alright, dear, set your stuff down."

"Mom, I'm going to Magic Mountain."

"Alright, but be home soon."

"Okay! Bye!"

So Jamie started up the mountain. Soon she saw a cave and she saw a dark shadow. "Hah, hah!" said a voice in the cave.



Jamie screamed loud. She walked closer. Soon she saw a little girl dressed in black.

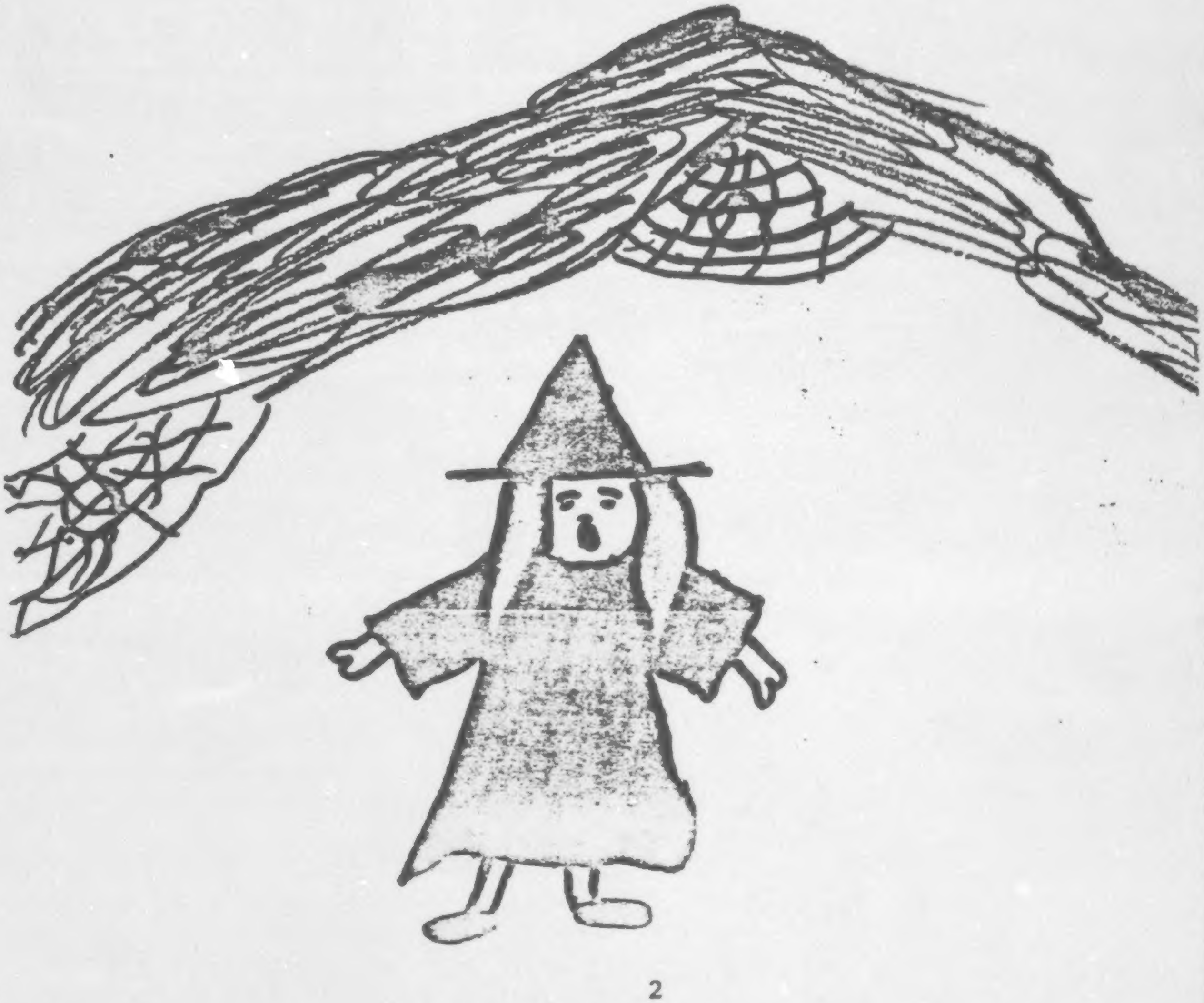
"Hi," Jamie said.

"No need to be afraid."

"I'm not," said Jamie.

"Oh, I'm sorry, my name is Kasie."

"My name is Jamie."

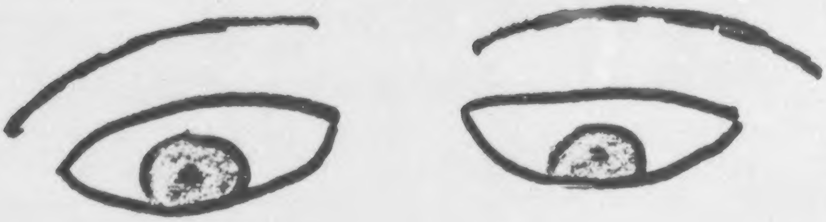


"This is my house," said Kasie.

"Well, I live below the hill, Jamie said.

Kasie is very short. She has blond hair and blue eyes. She wears a pointed hat.

"You sure are lucky," said Jamie.



"Why me?" said Kasie.

"I don't know," said Jamie.

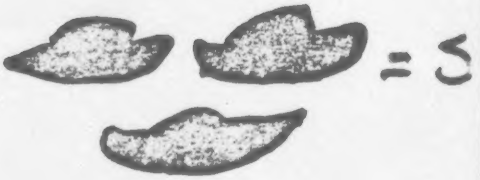
Kasie said that they were going to make stew at Jamie's house while her mom was gone. Jamie ran to the store and got the ingredients. They were:

1 tree

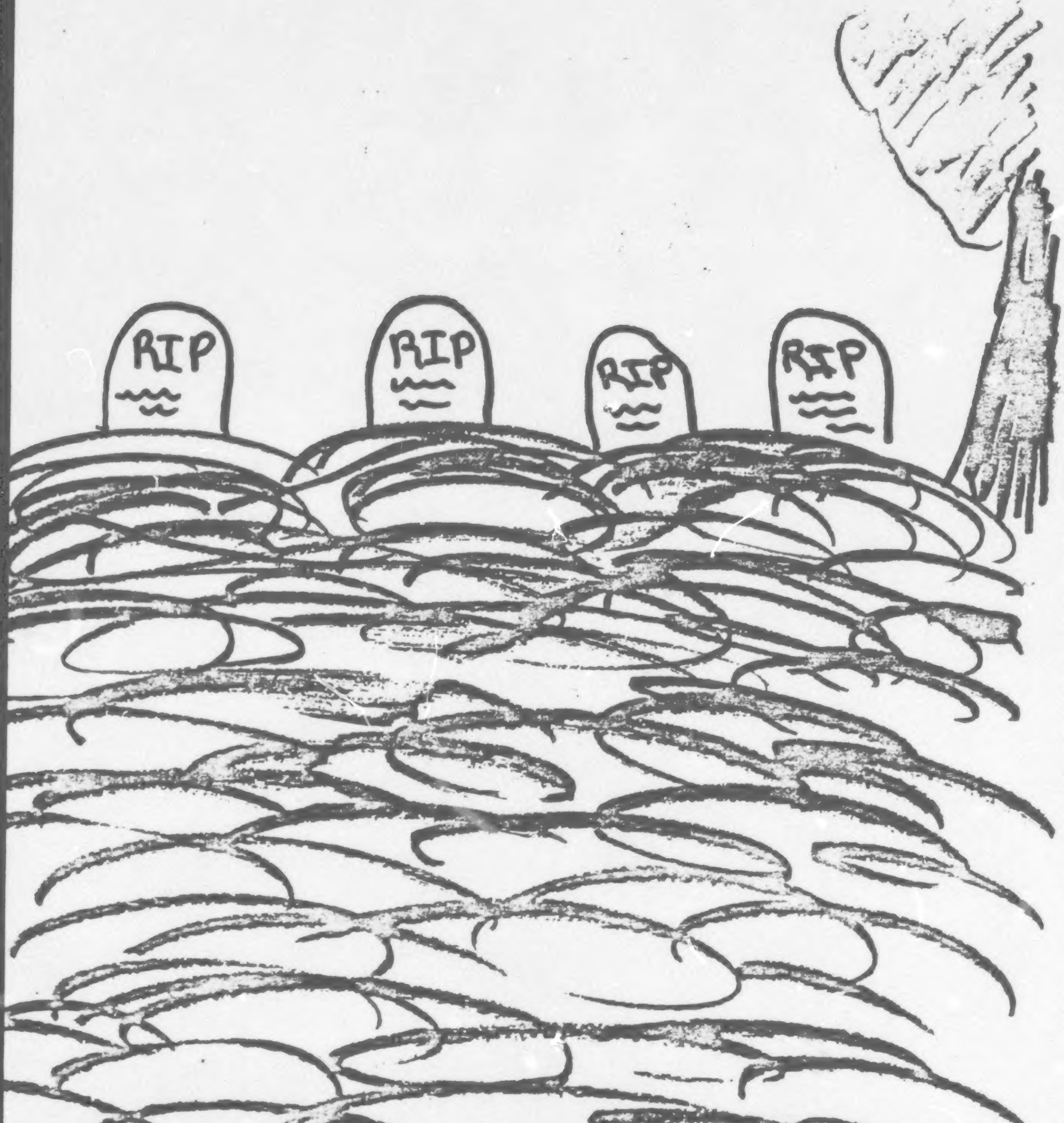
3 plants

2 hats

The lady in the store was very shocked.

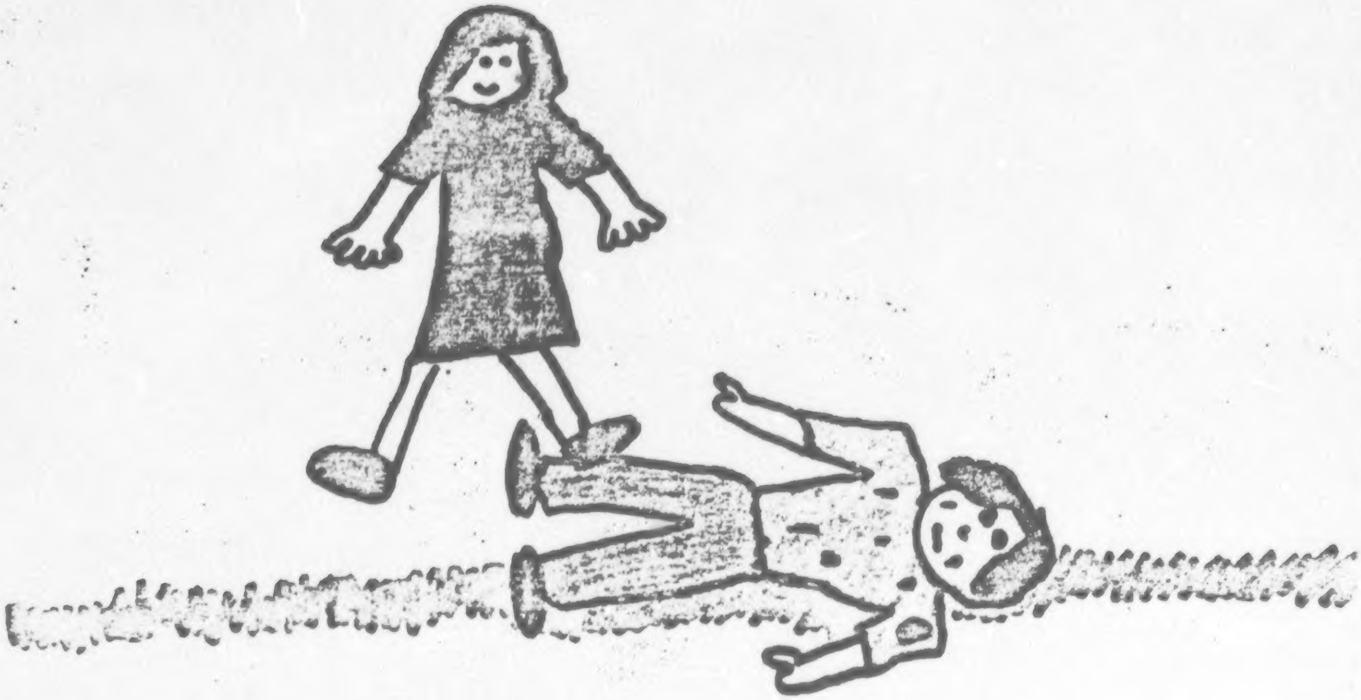


Jamie ran back home to meet Kasie. Jamie had to cross this old scary graveyard.

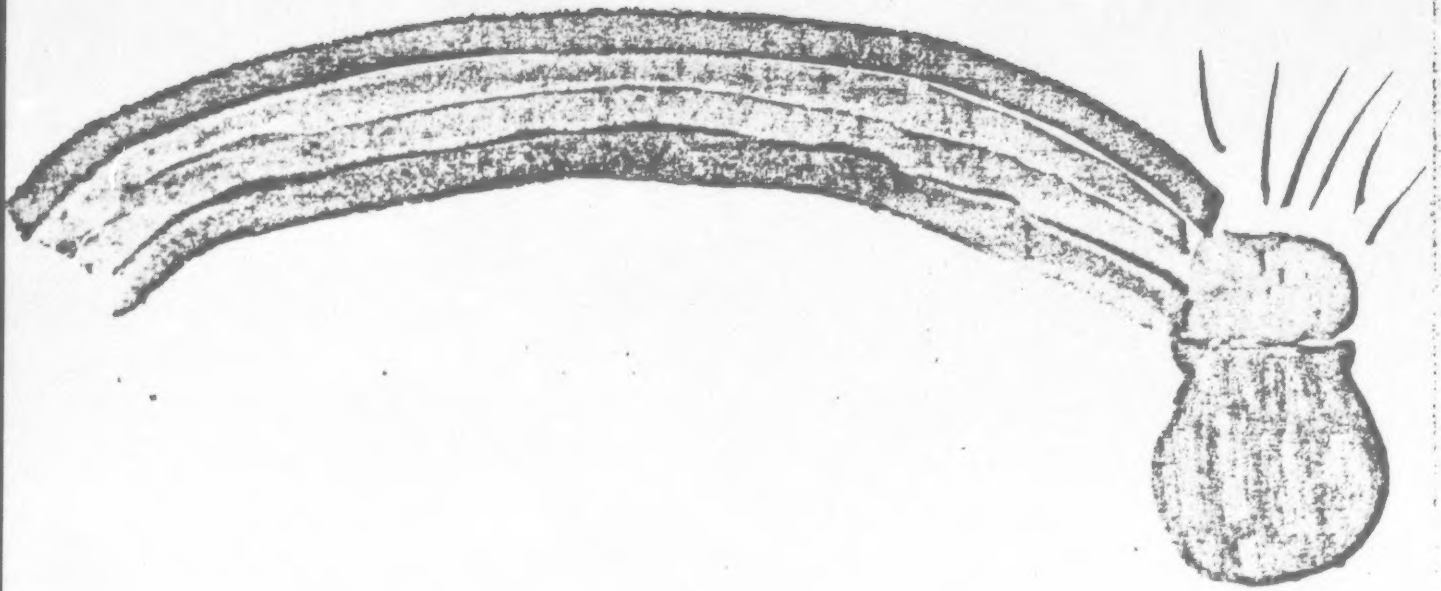

RIP
RIP
RIP
RIP

This dead man was lying in front of Jamie. Jamie screamed. She jumped over all of the gravestones till she got to her house.

Kasie said that it wasn't ver; clever to go across the graveyard.

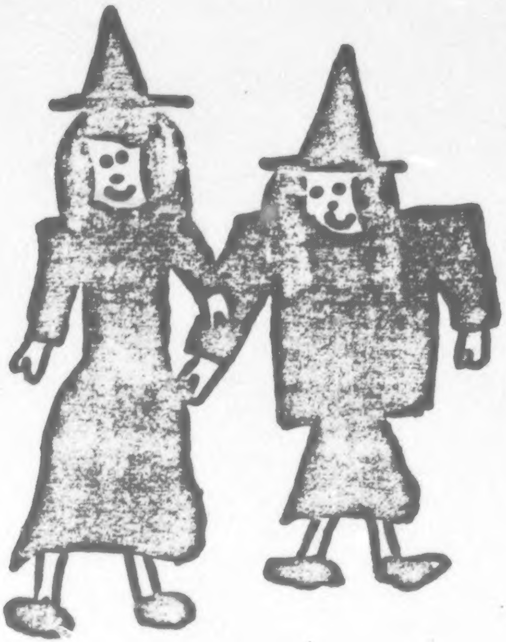


Jamie told her about the dead man. And Kasie said that they could use the body and make some money off of it because if they showed it to the police, he could find the murderer. So Jamie and Kasie went back, but the man was not there.



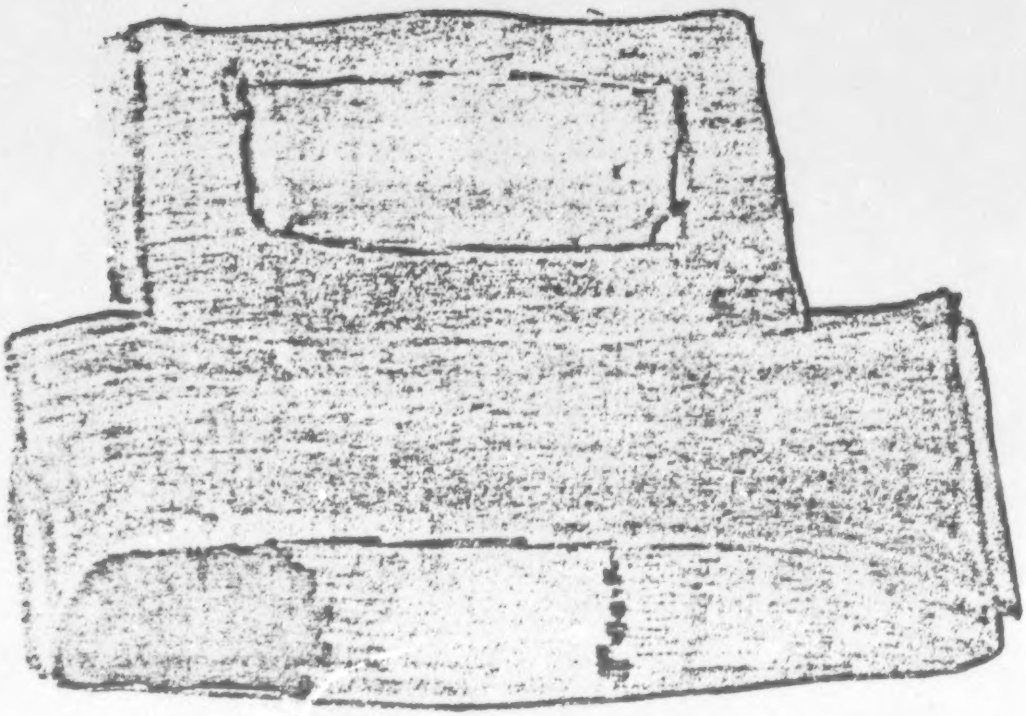
So they decided that they would go back at midnight. So that midnight they got dressed up so no one would recognize them. Then Kasie saw something in the tree. It was the man.

They took him back to the police station to Captain Kristen. They were rewarded.



Dressed up!

So Jamie went home and put the money in her jewelry box. Her mom asked what Jamie put in there. Jamie said, "Oh, nothing."



Jewelry Box!

APPENDIX CC

LES WILEY AND THE TWO OTHERS

ROUGH DRAFTS

Denay
11-12
Session 8

Les and the
to others

Les is a football player. He goes to William Elementary. After school he always goes to Kiddie Kollage. Kiddie Kollage is a place were kids stay untill their mothers come. Les always plays dodge ball. Denay is my name. I am on a drillteam and so is my best friend Michele. Les is nice to both. of us.

One day when Michele and I first met Les. He was sitting on a barel. And he asked us if we were on the drillteam. "Yes," Denay said. So everyday Michele and I would either chase Les or watch him do things.

Les is tall and has
black hair. And Michele
is tall and has
brown hair. I am
short and have brown
hair.

It may sound silly
but Michele daydreams
about Les.

1st draft

Dedicated to
Les Wiley and
Michele Hall. Mrs. Hagler and
Mrs. Purvis!

One sunny day when my sister Michele went to fetch the mail she came running inside to Denay saying that this letter was for us... "Open it", cried Michele! "Okay, Okay, I'm hurring", Denay said. "This must be from 'my friend Les Wiley'" said Denay. "How do you know", said" Michele," Because

"I ~~hope so," said~~ Michele.
You and I ~~have not got a~~
~~letter from him since.~~ last
~~This is what the letter~~ summer
~~said.~~

6/1/81

Dear Denay and ~~Michele~~
I ~~think Dallas is beautiful.~~
~~But I love California.~~
See you soon.

Your friend,
~~Les Wiley.~~

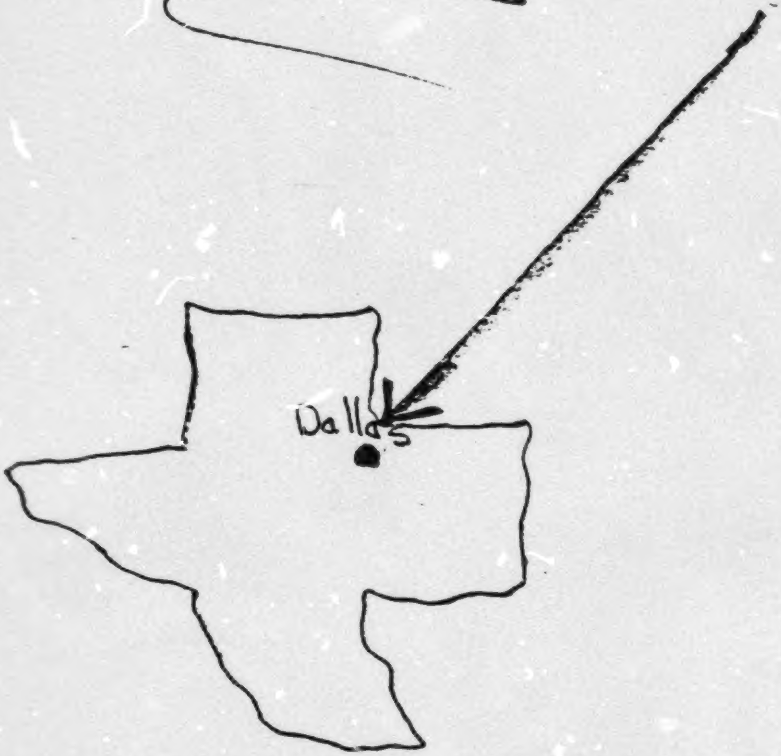
"Oh ~~boy," said Denay. "Wait~~
~~till Mama here," said~~
Michele. Michele and
Denay live in California.
Les lives in Dallas.

But where will he sleep. Up stairs of course. LES dose not want to sleep in spider webs and dust." "And he isn't," said Denay. "What do you mean," said Michele. I mean we're going to clean it out. "Not me," said Michele. "Yes you," said Denay. "

2

While they were cleaning out the upstairs they saw a map.

~~"Where dose les Stive on this map" said Michele? Right here.~~



3

They found other things like: old toilet pipes and sink matirals!″ ~~They found pictures of them selfs Michele held up a picture of her as a time when she hated potty training.~~ Deniay held up a picture as when she sat on an egg.″

Soon Denay heard a car a ran down to meet Les. Michele didn't bother to run she fell.

"Hello," said Les. Michele said that you were coming tommrow. "I did not," said Michele. Oh yes you did," said Denay." Stop it you too" said Les.

Come on said Denay Ill show you your room Les." "Okay," said Les. " Well here it is", Denay said. "You girls" did a nice job," said Les.

Michele and Denay went in the other room while Les unpacked.

"Denay I did not say that he was coming tommrow", said Michele.

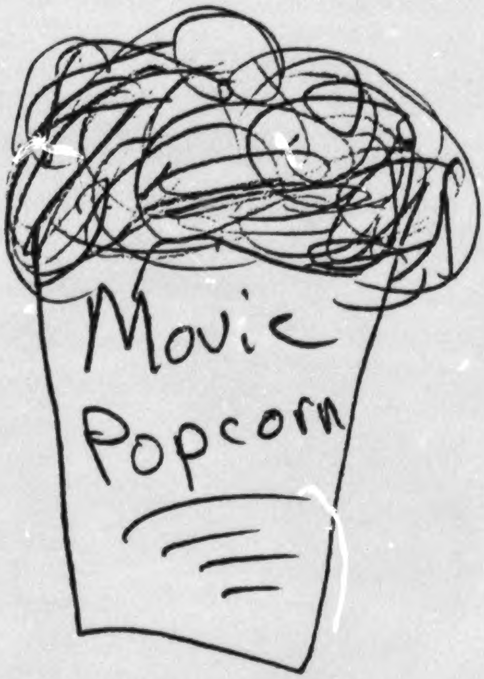
"You did to," said Denay.

8.

After dinner Les and Denay and Michele went on a horse ride through the clean grass. After the horse ride they Went to see the Blue Lagoon. Denay said, "Oh gross!" Michele hid under this fat ladies chair. Michele nearly got crushed. Les Ducked.

9.

"Michele said, What do you want to eat"? "Nothing," said Deray. "Popcorn", said Les." Here's your popcorn Les", said Michele.


Movie
Popcorn

They went home and and settled down. Les plopped on to the couch and popped open a pepsi.

11

" Well I have to say good night," said Denay "Me too," said Michele. "Not me," said" Les. Les said, Im going to watch The Howling. Well the next day would Halloween and Les was so excited.

[illegible] 11th session

121

About the Athour

My name in

Dedicated to Les Wiley

2nd draft

¶ One sunny day when ~~my~~ Denay's sister went to fetch the mail she came running inside to show Denay the letter.

¶ "What is this"? said Denay.

¶ "It's a letter" said Michele.

~~¶ "Well, I know that," said Denay.~~

¶ "Well, well, it's from Les", said Denay. ¶ "How do you know"? said Michele. ¶ "It says in the corner of the letter," said Denay. ¶ "Is he coming to see us?" said Michele.

¶ "Yes", said Denay. ¶ "Oh boy", said Michele. ¶ Here" I'll read you the letter". said Denay.

6/1/80

Dear Michele and Denay,
I am coming to town.
I Love your house.
~~Is Michele ok now.~~
See you soon.

Your Cousin,
Les Wiley

¶ Michele and Denay live in Calafornia. Les Wiky lives in Dallas." ¶ But where will Les sleep? said Michele." ¶ "Upstairs, of course," said Denay. ¶ "Les does not want to sleep in spider webs and dust," said he ~~putt~~," said Denay. ¶ "What do you, mean?" said Michele. ¶ "I mean we're going to clean it out." "Not me," said Michele. "Les you," said Denay.

P While they were cleaning out the upstairs they found a map under an old couch. They found other things like old toilet pipes and sink materials. ~~They wa found pictures Of~~ themselves. Michele found a picture of when she hated potty training. It was Easter in Denay's picture and Denay was running and then she fall and slipped on an egg and... OOOh yuck all over her yellow dress!" //

P Soon Denay heard a car and looked out the window and saw Les. They ran down to meet him.

¶ "Hello" said Les. ¶ "Michele said' that you were coming tomorrow" said Denay. ¶ "I did not!" said Michele. ¶ "Oh yes you did,!" said Denay. ¶ "Stop it you two!" said Les!

P "Come on", said Denay. P "Where are you taking me?" said Les P "To your room", said Denay. P "Oh, ok" said Les. P "You girls did a nice job", said Les. "We hardly ever finished it. "Our old grandmother used to live in this house and when she died some men covered ~~the~~ white with sheets!" P "And We have not used this upstairs since", said Denay.

5.

¶ Denay and Michele went into another room. while Les unpacked. "Denay, I did not say "he was coming tomorrow", said Michele! "Oh yes you did"! said Denay.

P After lunch Les, Denay, and Michele went on a horse ride through the clean grass. After that they put up the horses and went to see the Blue Lagoon ~~at~~ the theater. P Denay said, "Oh gross"! Michele hid under this fat lady's chair and nearly got crushed. Les ducked. The reason ~~wht~~ they all hid was it was a sad and ugly picture.

A Michele, Denay, and Les went home and settled down. Les plopped on to the couch and popped open a Peps..

P "Well, I have to say good night," said Denay.

P "Me too" said Michele.

P "Not me," said Les. "I'm going to watch The Howlrak on your cable T.V.," ~~said Les~~.

P "Okay, good night," said Michele. ~~said Michele~~.

P "Goodnight", said Denay.

P The next day would be Les Wiley's birthday and ~~we~~ they got a present, a big present.

ABOUT THE AUTHOR

I live in Garland, Texas. I am ten. I have a friend named Kristen.

APPENDIX DD

LES WILEY AND THE TWO OTHERS

LES
WILEY
AND
THE
TWO
OTHERS

By Denay Lewis
1982

Dedicated to

Les Wiley

One sunny day when Denay's sister went to fetch the mail, she came running inside to show Denay the letter.

"What is this?" said Denay.

"It's a letter," said Michele.

"Well, well, it's from Les," said Denay.

"How do you know?" said Michele.

"It says in the corner of the letter," said Denay.

"Is he coming to see us?" said Michele.

"Yes," said Denay.

"Oh boy," said Michele.

"Here, I'll read you the letter," said Denay.

6/1/80

Dear Michele and Denay,

I am coming to town. I love your house. See you soon.

Your cousin,
Les Wiley

Michele and Denay live in California. Les Wiley lives in Dallas.

"But where will Les sleep?" said Michele.

"Upstairs, of course," said Denay.

"Les does not want to sleep in spider webs and dust," Michele said.

"And he isn't," said Denay.

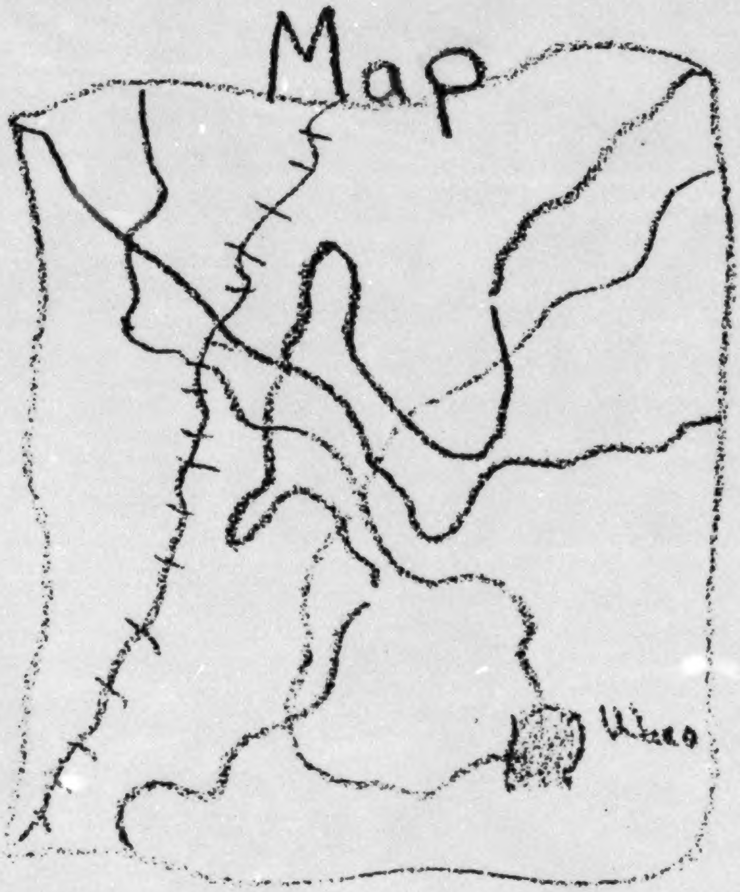
"What do you mean?" said Michele.

"I mean we're going to clean it out."

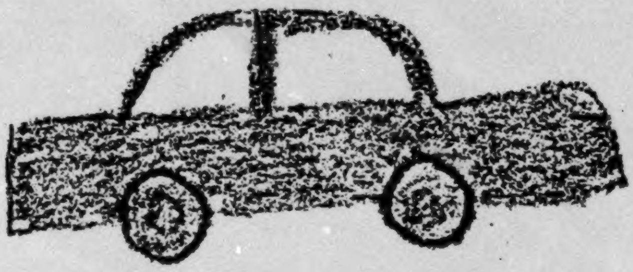
"Not me," said Michele.

"Yes, you," said Denay.

While they were cleaning out the upstairs they found a map under an old couch. They found other things like old toilet pipes and sink materials. They found pictures of themselves. Michele found a picture of when she hated potty training. It was Easter in Denay's picture and Denay was running and then she fell and slipped on an egg and . . . oooh yuck, all over her yellow dress!



Soon Denay heard a car and looked out the window and saw Les. They ran down to meet him.



4

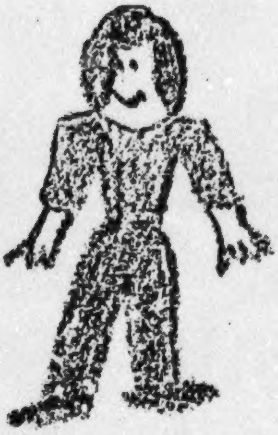
"Hello," said Les.

"Michele said that you were coming tomorrow, said Denay.

"I did not!" said Michele.

"Oh yes you did!" said Denay.

"Stop it you two!" said Les.



"Come on," said Denay.

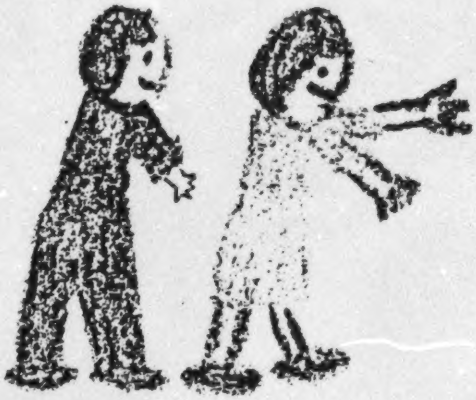
"Where are you taking me?" said Les.

"To your room," said Denay.

"Oh, ok," said Les.

"You girls did a nice job," said Les.

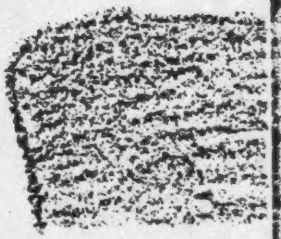
"We hardly ever finished it. Our old grandmother used to live in this house and when she died, some men covered the furniture with sheets. We have not used this upstairs since," said Denay.



Denay and Michele went into another room while Les unpacked.

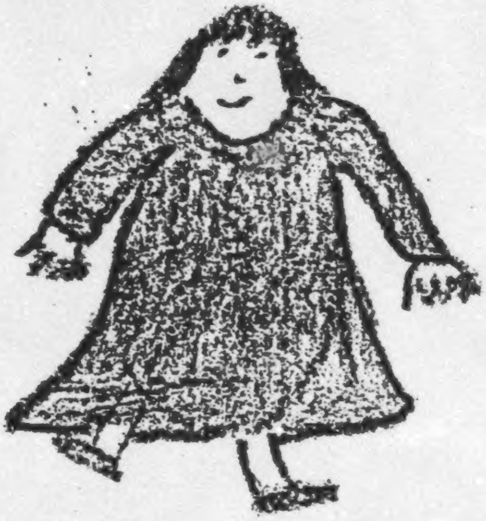
"Denay, I did not say he was coming tomorrow," said Michele.

"Oh yes you did!" said Denay.

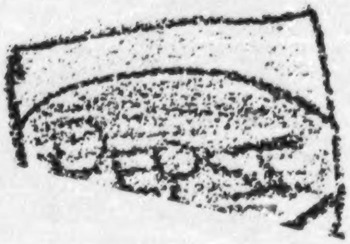


After lunch, Les, Denay, and Michele went on horse ride through the clean grass. After that they put up the horses and went to see the "Blue Lagoon" at the theater.

Denay said, "Oh gross!" Michele hid under this fat lady's chair and nearly got crushed. Les ducked. The reason they all hid was it was a sad and ugly picture.



Michele, Denay, and Les went home and settled down. Les plopped onto the couch and popped open a Pepsi.



"Well, I have to say good night," said Denay.

"Me too," said Michele.

"Not me," said Les. "I'm going to watch "The Howling" on your cable TV.

"Okay, good night," said Michele.

"Good night," said Denay.

The next day would be Les Wiley's birthday and they got a present, a big present.

ABOUT THE AUTHOR

I am ten and I live
in Garland, Texas.

APPENDIX EE

DENAY'S END-OF-SESSION COMMENTS

Session 1
I think it is terrific!

Session 2
I think it is fun!

Session 3
Still fun.

Session 4
I love it.

Session 5
I think it was great because I got to go over my book.

Session 6
Well I am coloring and trying to finish mine. still terrifiic

Session 7
I still terrific I am starting my cover!

Session 8
I started on my other book. I love it

Session 9
I'm putting my book together. I love it.

Session 10
Terrific because I get to take my book home.

Session 11
I'm starting on my next book. Les Wiley and the two others.

Session 12
I felt terrific because I got it over with and I'm starting over on my new book.

Session 13
I love it because i'm all most done with my 2 book.

Session 14
Finished and making into a book.

Session 15
I feel terrific. Next week it's finishished.

Session 16
Terrific.

Session 17
Well I finish Les Wiley and the two others. I love it.

Session 18
I hated it when they ask me question. I liked when I was putting it together when I was listening to Sean's stupid story. We had 18 sessions It ends at 8:15 every day. By! Miss Bouchard. Merry Christmas.

APPENDIX FF

POSTINTERVIEW WITH DENAY

T/R: What kinds of things do you write?

D: I write about what I'm thinking. I write sometimes about my friends and sometimes how school is. Sometimes I just make things up.

T/R: When do you write?

D: I write during the day at school. Sometimes when I'm not in school on the weekends I'll write. At night I read my books and that's where I get ideas. For Jamie and the Witch I got my idea from Jennifer, Hectate, Macbeth, William McKinley, and Me, Elizabeth.

T/R: How do you feel about writing?

D: I like to write a lot. Mrs. Holton gave me another penpal because I like to write a lot.

T/R: Why do you like to write?

D: It makes me feel happy. . .when I get it done. My friends like my books.

T/R: What makes a good writer?

D: You have to put the correct punctuation and spell words correctly and put down what you feel and what you think.

T/R: Do you think you are a good writer?

D: Sometimes. Sometimes I feel that somebody else helps more than I'm doing.

T/R: What kind of help?

D: They're helping me put the book together.

T/R: What about the writing itself? Do you think you are a good writer?

D: Yes. In third grade I learned how to put apostrophes and I learned a lot from it. It helps me put the sentences with the correct punctuation.

T/R: What is the hardest thing about writing?

D: Going back and having to correct it, put the correct punctuation.

T/R: How do you decide what to write about?

D: I look around the room and if I don't find anything around the room I look at all of my friends that I have and I'll write about them sometimes. If there's nothing I can write about them I think of holidays or school.

T/R: Do you see people write outside of school?

D: Sometimes I see some of my friends writing at Kiddie Kollege.

T/R: What kinds of things are they writing?

D: Stories.

T/R: Is it important to be able to write well?

D: If you want somebody to enjoy your book I think it's important.

T/R: How do you feel about the books you wrote during the workshop?

D: It's fun to write. I think I chose good titles and they're both great.

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